

The Bulletin of the National Association of Secondary-School Principals

Curriculum Provisions for Today's Youth

CONTAINS a list of national courses approved by the National Content Committee of the National Association of Secondary-School Principals; a checklist of items to determine how well a high school is meeting the Ten Imperative Needs of Youth; a layman's analysis of religious education in the public school; as well as eight other articles dealing with factors which have influence upon the curriculum of the secondary school.

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1949-1950

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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National Contests for Schools — 1949-50

NATIONAL CONTEST COMMITTEE OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

AN important and valuable professional service on national contests in secondary schools is given to secondary-school administrators twice a year, in the October and February issues of *THE BULLETIN*, by the National Contest Committee¹ of the National Association of Secondary-School Principals. These contests, generally competitive for pupils throughout the country, are offered to the schools by industrial, business, and institutional firms, organizations, and associations which recognize the winning students with prizes and awards. School principals are urged to consult the October and February issues of *THE BULLETIN* for the current reports of the National Contest Committee, which contain:

- A. Recommendations for Participating in National Contests in Schools
- B. A list of Approved National Contests for School Year

A. RECOMMENDATIONS FOR PARTICIPATING IN NATIONAL CONTESTS IN SCHOOLS

Several years ago, there was an insistent demand by many school administrators that the National Association of Secondary-School Principals study the growing issue of all kinds of nonathletic contests that were being brought to the secondary schools in increasing number annually. The National Contest Committee was appointed to make a thorough study of the prevailing national contest situation. In general, it found that many school principals and teachers were opposed to national contests, especially the essay-type contests. All schools seemed to have past experiences where pressures were put on the school to participate and "give itself over" to the benefits promised school youth, even if the contest carried some implied and subtle commercialism or propaganda. The committee, however, found that there were many national contests that were relatively free of commercialism and propaganda and that both the school and youth would have a beneficial educational experience in participation in some national contests regardless of prizes won. The committee recommends that:

- 1. A school confine its participation to national contests that are placed on the approved list by the National Contest Committee.

¹ The National Contest Committee: G. A. MANNING, *Principal*, Muskegon Senior High School, Muskegon, Michigan, *Chairman*; FRED L. BIESTER, *Superintendent*, Glen Bard Township High School, Glen Ellyn, Illinois; and JOHN M. FRENCH, *Principal*, LaPorte High School, LaPorte, Indiana.

2. A school participate in no more than one essay or forensic contest each semester, if the winning student is committed to extensive travel and considerable school absence.
3. A school engage in no more than two essay contests each semester. (Fewer than five students in each school shall not be considered official participation.)
4. All state and local contests (nonathletic) be controlled and approved by a state committee or organization on a professional basis.
5. A school take a firm and consistent position about nonparticipation in unapproved national contests and refer all national contest representatives to the chairman of the National Contest Committee, George A. Manning, Principal, Muskegon Senior High School, Muskegon, Michigan, or Paul E. Elicker, Executive Secretary of the National Association of Secondary-School Principals, Washington, D. C.

B. APPROVED NATIONAL CONTESTS

The National Contest Committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. These were developed and revised out of the experience of those who had the greatest experience in national contests. The following criteria are used by the National Contest Committee in evaluating all national contests for placement on *The Approved List of National Contests for Secondary Schools*:

1. The purpose and objective of any contest or similar activity must be sound and timely.
 - a. The contest must be a worthy activity.
 - b. The activity must be stimulating to student and school.
 - c. All contests must be regarded as desirable activities for the schools.
 - d. The activity and awards should be philanthropic wherever possible.
 - (1) Scholarships for worthy students.
 - (2) Useful prizes and awards.
 - e. The educational values must always outweigh commercial aspects of activity.
2. Contest or similar activity should be well planned and have adequate and impartial evaluation.

3. Contests should not duplicate other contests or activities sponsored by other organizations.
 - a. The same organization should not conduct more than one national contest in the same school year.
4. Awards and prizes must be adequate in number and amount.
5. The contest must not place an excessive burden on student, teacher, and school.
6. Contest must not require excessive or frequent absence of participants from school.
7. The subject of an essay or similar contest must not be controversial, commercial, or sectarian. Propaganda, good or bad, should be avoided.
8. The organization offering the contest or other similar activity must be engaged in a creditable or generally acceptable enterprise or activity regardless of the kind and character of prizes offered.

THE APPROVED NATIONAL CONTESTS FOR 1949-50

The National Contest Committee considered the applications of all agencies that offer a national contest to the secondary schools and approved those national contests that meet the established criteria for approved national contests, for the school year of 1949-1950. Additional national contests, if any, will be considered by the National Contest Committee in December, 1949, and announced in the February, 1950, issue of *THE BULLETIN*.

SPONSORING AGENCY

NATIONAL CONTEST APPROVED

Agriculture Contests

Future Farmers of America, Office of Education, Federal Security Agency, Washington 25, D. C.

a. Public speaking—Farm topic
b. Livestock, Poultry, and Dairy Judging Contests

International Dairy Exposition, Inc., 130 E. Washington Street, Indianapolis, Indiana

4H and FFA Division, Dairy Judging

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts

a. Vegetable Demonstration and Judging
b. Production and Marketing Contests

Art Contests

American Automobile Association, 17th Street and Pennsylvania Ave., N.W., Washington 6, D.C.

Traffic Safety Poster Contest

American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana

Poppy Poster Contest

- Eastman Kodak Company, 343 State Street, Rochester 4, New York. Photographic Contest
- Fisher Body Division, General Motors Corporation, Detroit 2, Michigan Craftsman's Guild
- Kansas City Art Institute, Kansas City 2, Missouri Art Contests
- National Society for Crippled Children and Adults, Inc., Suite 105, 11 South LaSalle Street, Chicago 3, Illinois Design for Easter Seal
- National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts Poster Contest
- Southwestern, Memphis 12, Tenn.

Essay Contests

- Advertising Federation of America, 330 West 42nd St., New York 18, New York Essay Contest
- Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts Essay, Story, and Poetry Contests
- National Employ the Physically Handicapped Week, U.S. Department of Labor, Washington 25, D. C. Essay Contest
- National Sales Executives, 49th and Lexington, New York, New York Essay Contest
- National Graphic Arts Association, 719 15th St., N.W., Washington 5, D.C. Essay Contest
- National Tuberculosis Association, 1790 Broadway, New York 19, New York Essay Contest
- Omega Psi Phi Fraternity, Inc., 913 U Street, N.W., Washington, D. C. Essay Contest
- Propeller Club of the U.S. Port of New Orleans, Room 304, Association of Commerce Building, New Orleans 5, Louisiana Essay Contest
- Veterans of Foreign Wars, Ladies Auxiliary, 406 W. 34th street., Kansas City 2, Missouri Essay Contest

Forensic Contests

- Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota Oratorical Contest
- National Americanism Committee of the American Legion, 777 North Meridian St., Indianapolis, Indiana Oratorical Contest
- National Forensic League, Ripon, Wisconsin Forensic Contest
- United States Junior Chamber of Commerce, Akdar Building, Tulsa, Oklahoma Radio Speech Contest

Scholarships

American Association for the United Nations, Inc., 45 E. 65 St., New York 21, New York	Scholarships or Cash Awards
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Scholarships
Eks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts	Scholarships
New England Textile Foundation, 68 S. Main Street, Providence, Rhode Island	Scholarships
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D.C.	National Honor Society Scholarships
Science Service, 1719 N Street, N.W., Washington 6, D. C.	Science Talent Search
Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania	Scholarships

Miscellaneous Contests

American Association of Teachers of French, Southwestern, Memphis 12, Tennessee	French Examination
National Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination
National Society of Daughters of the American Revolution, 17th and D St., N.W., Washington, D.C.	Good Citizenship Pilgrimage
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois	Best Teacher Selection
Scholastic Magazine, Inc., 7 East 12th St., New York 3, New York	Art, Literature, and Music

NEWS ITEM

NEA RELEASES RELIGIOUS EDUCATION REPORT.—A 36-page bulletin, *The Status of Religious Education in the Public Schools*, has been published by the Research Division of the NEA. The purpose is not to state the official point of view of the National Education Association, nor to favor a particular stand on the question. Its purpose is to review the development of religious education in the public schools through summaries of earlier surveys, to report the 1948-49 status of religious education in the public schools, and to present various issues to be considered. In connection with the public schools, the bulletin reports there are two common meanings to the expression "religious education." It may mean the imparting of knowledge about religions or it may mean the inculcation of beliefs, practices, and attitudes of particular religions. In this study "religious education" refers to the inculcation of particular religious beliefs and practices. Single copies of the report may be obtained from the NEA at 25 cents, with regular discounts for quantity orders.

How Well Does Your High School Rate on the Ten Imperative Needs of Youth?

WILLIAM L. RANSOM

SINCE the publication of *Planning for American Youth*¹ in 1944, the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals has attempted in several ways to encourage American secondary schools to *act* to meet the Imperative Needs of Youth. Articles in monthly *Bulletins* of the Association, and even entire *Bulletins*, have been devoted to the ways and means of adjusting high-school programs to serve youth needs more adequately. This Association has shown its interest in this undertaking by centering annual meetings of the Association around the general theme of Planning for American Youth in terms of meeting their Imperative Needs.

One of the first and most intensive studies of the Curriculum Committee began when:

the Committee . . . invited a large number of recognized leaders in secondary education throughout the country to list those schools that were doing significant work in providing a school curriculum that was meeting the Ten Imperative Needs of Youth, as described in *Planning for American Youth*.²

As a result of the above invitation,

more than a thousand schools were nominated by these leaders, and all of these schools received a special invitation to participate in a survey of curriculum provisions in effect in their schools in meeting one or more of the Imperative Needs of Youth.³

¹ National Association of Secondary-School Principals, *Planning for American Youth* (Washington: The Association, 1944).

² Elicker, Paul E., "The Curriculum Study," *Bulletin* of the National Association of Secondary-School Principals, Vol. 31, No. 145, (March, 1947), p. 3.

³ *Ibid.*

Mr. Ransom is Administrative Assistant, Central School District No. 1, Suffern, New York.

The contributions of these schools were classified, studied, and finally summarized by the members of the Curriculum Planning and Development Committee.⁴ This summary appeared in *The Bulletin* published by the National Association of Secondary-School Principals.⁵ Concerning the findings of the Committee, the Executive Secretary of the Association wrote:

Today and Tomorrow, many schools and communities need to prod themselves educationally to provide for all their youth. Many of their desired educational goals are close at hand, and all schools would profit by checking themselves against the findings of this curriculum study.⁶

In the firm belief that "all schools would profit by checking themselves against the findings of this curriculum study," a checklist containing twenty characteristics under each of the Ten Imperative Needs was extracted from the reports from the contributing schools and published in the April, 1948, *Bulletin* of the National Association of Secondary-School Principals.⁷ From the materials supplied by the contributing schools it was evident that these were the characteristics under each of the Ten Imperative Needs was extracted from attention then to the fact that the items on it needed further validation.

IMPROVING THE CHECKLIST

During the spring and summer of 1947, other sources of information were studied to supplement the materials in the March, 1947, *Bulletin*. An effort was made to restate some of the characteristics of the original checklist so that their meaning would be clear without reference to the material which illustrated them in the above *Bulletin*.

Early in 1948, these revised characteristics, 226 in number and covering the Ten Imperative Needs, were submitted in groups of forty to fifty to 100 educators. In order not to infringe too heavily upon the time of these

⁴ The Curriculum Planning and Development Committee of the Association at that time consisted of the following: *Chairman*, Will French, Professor of Education, Teachers College, Columbia University, New York, New York; *Bertie Backus*, Principal, Alice Deal Junior High School, Washington, D. C.; *R. S. Gilchrist*, Director, University School, Ohio State University, Columbus, Ohio; *J. Dan Hull*, Principal, Shortridge High School, Indianapolis, Indiana; *J. Paul Leonard*, President, San Francisco State College, San Francisco, California; *Grant Rahn*, Principal, Shorewood High School, Shorewood, Wisconsin; *H. H. Ryan*, Assistant Commissioner of Education in Charge of Secondary Education, State Department of Education, Trenton, New Jersey.

⁵ "The Imperative Needs of Youth of Secondary-School Age," *Bulletin* of the National Association of Secondary-School Principals, Vol. 31, No. 145, (March, 1947).

⁶ Elicker, Paul E., *op cit.*, p. 5.

⁷ French, Will, and Ransom, William L., "Evaluating the Curriculum for Provision for Meeting the Imperative Needs of Youth," *Bulletin* of the National Association of Secondary-School Principals, Vol. 32, No. 14, (April, 1948), pp. 48-69.

busy people, each person was asked to judge the characteristics under only two of the ten needs. These educators, representative of high-school principals, superintendents of school systems, state education department personnel, and professors of secondary education, were selected because of their evident interest or experience in helping schools meet the needs of youth. Primarily, they were asked to offer their judgments as to the relative importance of a number of characteristics in terms of the contributions of each toward meeting one or more of the Imperative Needs of Youth. The participating educators were also invited to make clarifying changes in wording and suggest additional characteristics. Eighty-three responses were received; sixteen were concerned with Imperative Needs 3, 9, 7, and 8. Seventeen offered judgments on characteristics under Needs 1, 2, 4, 5, 6, and 10. Each was asked to rate each characteristic on a five-point scale. A rating of five indicated great importance, and so on.

The purpose of this judgment poll was to give added validity to the characteristics included in the final checklist. In speaking of the 101 practices described in *What Schools Can Do*,⁸ Mort says,

These practices are, of course, not all new nor of proven worth. Relatively few have ever been subjected to what might be considered scientific testing. They seem good things to do. They appear to have validity when judged by known psychology of learning and known socioeconomic trends. . . . they provide a design for purpose.⁹

In like manner the characteristics in the accompanying checklist have been judged by a group of competent judges as desirable for schools to possess if they are earnestly concerned to meet the needs of mid-twentieth century American youth. It would appear that school programs possessing in a marked degree the characteristics listed under each need in the checklist are most likely to be able to do a good job of meeting that particular need.

For the purpose of providing a basis for comparison of all items, the opinions of the participating educators in regard to each characteristic were converted into the percentages which appear in parentheses immediately following the statement of each characteristic. The number of opinions which accorded each item a relative value of "considerable importance" was coupled with the number of judgments of "great importance," the resulting sum being converted to a percentage. This combined judgment has been used as a basis for selecting the characteristics which appear in the revised checklist

⁸Metropolitan School Study Council, *What Schools Can Do* (New York: The Council, 1945).

⁹Mort, Paul R., *Principles of School Administration* (New York: McGraw-Hill Book Company, Inc., 1946), p. 62.

as it tends to strike a balance between the opinion of the more liberal rater and the judgment of the more conservative person.

Many suggestions were received for improving the phrasing of the characteristics, and these suggestions have been incorporated at the writer's discretion. Sixteen recommended additional items have been included. These added items are indicated by the letter A in parentheses (A) placed at the end of each item under the various imperative needs. With the exception of these additions, characteristics have been included in the checklist only if three fourths of the people rendering judgments considered the characteristics to be of "considerable" or "great" importance for schools to possess. It is recognized that there is no particular magic in a seventy-five per cent opinion. It is more than a majority; it is less than unanimity; its choice as a dividing line for retaining or discarding items is purely arbitrary. It is commonly agreed, however, that a judgment supported by a seventy-five per cent majority of a group of qualified judges has considerable validity. When this dividing line is applied and the recommended items added, we have from eighteen to twenty-six characteristics remaining under each need.

USING THE CHECKLISTS

The following checklist is designed primarily for use by the high-school principal, by the principal and a committee of teachers selected for the purpose, or by a whole faculty which is thoroughly conversant with the many facets of the modern high-school program. If the whole faculty is to participate and express a judgment on each of the ten needs, they will need to study *Planning for American Youth*¹⁰ and also need to be very familiar with all aspects of the school in which they teach.

As a beginning step, when the group which is to do the rating has been oriented to the task, each should take a copy of the checklist and check it as completely as possible on the basis of personal judgment alone. The individual opinions may then be combined to form a composite judgment. As this composite judgment is revealed to the staff, various individuals may want to question the group opinion arrived at in this manner. Such questioning should lead to group discussion of the characteristic and of the school's ability to meet it. After some discussion, the staff should find itself accepting the composite judgment or coming to some other agreement as to the extent to which the school program measures up to the given characteristic. Also

¹⁰ Available through the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C., at 35 cents each with the following discounts: 2-9 copies, 10%; 10-99 copies, 5%; 100 or more copies, 33 1/3%.

if the school's program does not measure up, some needed changes will very likely have been proposed.

"A good idea of whether a school can be characterized as strong or weak with reference to each need may be gained if a member of the faculty, a faculty committee, or the entire faculty rates a school on each of the items listed under that need. It is proposed that 5 be given as a high rating and 1 for a low rating for each of the characteristics, and N for situations in which an item or characteristic does not apply. Then, by connecting the scores on the items under each need with a line drawn from top to bottom of the page, one can see whether the school has been rated as strong or weak on the need as a whole. The weakest characteristics will also thus be easily identified, and consideration can then be given to what can be done to raise these low points. Schools get better faster when their weaknesses are identified and when there is a school-wide and community-wide effort at eliminating these weaknesses."¹¹

The value of the checklist lies in the fact that its use will enable a school more easily to identify the weaknesses in its program as a means for meeting the imperative needs of youth. If a school's program is good when it meets the imperative needs of its youth, as our Association is on the record as believing, then the only really valid criteria by which a school's program can be legitimately judged are those which measure it in terms of its success in meeting these needs.

**Key for Checking Evaluative Criteria for Each Imperative
Need of Youth on the following pages:**

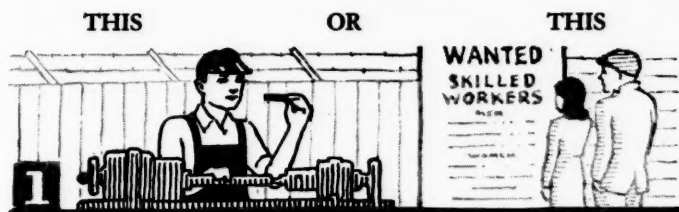
N—This characteristic does not apply in this situation.

- 1—Very inferior in this characteristic. (Meets the condition or provision almost never)
- 2—Inferior in this characteristic. (Condition or provision receives little emphasis)
- 3—Average in this characteristic. (Condition or provision receives some emphasis)
- 4—Superior in this characteristic. (Condition or provision receives much emphasis)
- 5—Very superior in this characteristic. (Meets the condition or provision almost always)

¹¹ French and Ransom, *op. cit.*, Adapted from material on p. 49.

Imperative Need Number 1

All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.



N 1 2 3 4 5

1. The school seeks to develop in all students an understanding of the interdependence of workers and the contributions of all workers to the social and economic welfare of the nation (100)* ☐ ☐ ☐ ☐ ☐ ☐
2. The school has a plan by which students, employers, parents, and community agencies work together in developing the student work program (94) ☐ ☐ ☐ ☐ ☐ ☐
3. The school stresses the dignity of both essential and creative labor, giving equal recognition to all work which is well done (94) ☐ ☐ ☐ ☐ ☐ ☐
4. The school strives to develop in pupils an adaptive attitude toward technological developments and the occupational changes which are brought about by new inventions (94) ☐ ☐ ☐ ☐ ☐ ☐
5. The school provides for all students who plan to go to work before completing high school, or immediately after graduation, instruction in such pertinent areas as the channels through which jobs may be secured and the techniques of applying and being interviewed as an applicant (94) ☐ ☐ ☐ ☐ ☐ ☐

*The numbers appearing in parentheses after each statement or characteristic in each of the Ten Imperative Needs on this and succeeding pages of this checklist are percentages. These indicate the percent of those educators whose opinions were sought concerning these characteristics who judged this specific characteristic as desirable for schools to possess if they are earnestly concerned with meeting the needs of American Youth.

N 1 2 3 4 5

6. The school provides for experiences through which students may develop understandings of the individual's role, responsibilities, and methods of functioning in labor and management organizations: talks by employers and employees, study of community groups, motion pictures, *etc.* (94)..... ☐ ☐ ☐ ☐ ☐ ☐
7. The school gathers information about each individual student's interests, abilities, aptitudes, and personal characteristics for use in helping the student determine a field of work in which he may be successfully employed: diversified occupations program, tests, observation, *etc.* (94)..... ☐ ☐ ☐ ☐ ☐ ☐
8. The school provides opportunity for students to evaluate critically, in terms of their purposes, interests, and capabilities, employment opportunities and requirements of many occupations through study, field trips, job surveys, discussions with labor and management personnel, *etc.* (94)..... ☐ ☐ ☐ ☐ ☐ ☐
9. The school emphasizes the development of abilities in basic occupational processes and with basic tools and machines (88)..... ☐ ☐ ☐ ☐ ☐ ☐
10. The school maintains contact with major occupational fields to keep its vocational program up-to-date in regard to new methods and procedures and technological developments (88)..... ☐ ☐ ☐ ☐ ☐ ☐
11. The school enlists employer and parent co-operation in evaluation of pupils' work experiences in terms of student growth in attitudes toward work and fellow workers and quality of work (88)..... ☐ ☐ ☐ ☐ ☐ ☐
12. The school helps to arrange for supervised work experience, in terms of individual purposes, interests, and capabilities, for an increasing number of youth regardless of academic, economic, or social status (82) ☐ ☐ ☐ ☐ ☐ ☐
13. The school bases its program of vocational education on continuing studies of present and probable future types of work available to youth in the local and regional community (82)..... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

14. Space and equipment are available in school and/or community for an increasing number of youth to receive training in work for the production and distribution of goods and as a civic service (82)..... ☐ ☐ ☐ ☐ ☐ ☐
15. The school uses the work experiences of its students to enrich the instructional programs of both employed and unemployed youth in school (82)..... ☐ ☐ ☐ ☐ ☐ ☐
16. The school evaluates its program for developing saleable skills in terms of pupil ability to find and hold jobs suited to individual interests and abilities (82) ☐ ☐ ☐ ☐ ☐ ☐

Additional characteristics, if any, suggested by local evaluation committee:

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..... ☐ ☐ ☐ ☐ ☐ ☐

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below. (For example, if there is a vocational high school in a city, its other high schools may not rate as well on this need as they otherwise would.)

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Imperative Need Number 2

All youth need to develop and maintain good health and physical fitness.



N 1 2 3 4 5

1. The school provides for varied physical activities and encourages students to participate, not only for the physical exercise but also to provide for active social life and satisfying leisure-time activities (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school provides for periodic physical examinations covering all students and leading to corrective action as needed (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. Health records of individuals are complete and up-to-date, and pertinent facts are made known to those responsible for any pupil's guidance (100)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school approaches the problem of the unadjusted youth as it does the physically ill, seeking causes and making provisions leading to satisfactory adjustments (100)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school designs its health program to stimulate and supplement home health care—not to supplant it (94) ☐ ☐ ☐ ☐ ☐ ☐
6. Courses entitled "Health" may be offered for all, but health instruction pervades the school program and is continuous, directly or indirectly, throughout the pupil's school life (94)..... ☐ ☐ ☐ ☐ ☐ ☐
7. The school, recognizing the importance of mental health, supports student activities of a nonphysical recreation type if they answer social and/or emotional needs of pupils (94)..... ☐ ☐ ☐ ☐ ☐ ☐

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8. The school provides physical education, recreation, health service, and instructional areas which are designed and equipped to stimulate good health practices (94) ☐ ☐ ☐ ☐ ☐ ☐
9. The school provides ample and equipped playground space (94) ☐ ☐ ☐ ☐ ☐ ☐
10. The school provides suitable health activities for all physically handicapped pupils under its jurisdiction (94) ☐ ☐ ☐ ☐ ☐ ☐
11. The school evaluates its health program in terms of better health among its pupils as indicated by means of periodic physical examinations (94) ☐ ☐ ☐ ☐ ☐ ☐
12. The school bases its health program on continuing studies of the physical and emotional needs of pupils and adults in the community it serves (88) ☐ ☐ ☐ ☐ ☐ ☐
13. The school works with private health organizations and public health agencies in planning and carrying out its health program (88) ☐ ☐ ☐ ☐ ☐ ☐
14. The school plans and conducts its health activities in a manner designed to educate pupil, parent, and community to assume individual and group responsibility for personal and community health (88) ☐ ☐ ☐ ☐ ☐ ☐
15. The school offers students experiences to learn about and/or practice safety, child-care, first-aid, personal hygiene and health, the work of the local, state and Federal services, group health plans, hospitalization insurance, etc. (88) ☐ ☐ ☐ ☐ ☐ ☐
16. The school's lunch period is planned to provide favorable conditions for putting into practice whatever pupils have been taught concerning foods and food habits (88) ☐ ☐ ☐ ☐ ☐ ☐
17. The school provides nutritious lunches for needy pupils at minimum or no cost and without embarrassment to them (88) ☐ ☐ ☐ ☐ ☐ ☐
18. The school emphasizes use of health-service staff resources to help build good health as well as to repair broken health (82) ☐ ☐ ☐ ☐ ☐ ☐

19. The school works to remove its own blocks to good mental health by providing a curriculum appropriate for each youth, seeking to develop self and group discipline, measuring pupil progress in terms of self-growth, *etc.* (82)..... ☐ ☐ ☐ ☐ ☐ ☐
20. The school, by general design of the building, contributes to the health and safety of students through proper lighting, building materials which facilitate cleanliness, varied color schemes, *etc.* (82)..... ☐ ☐ ☐ ☐ ☐ ☐
21. School and community facilities for physical education and/or recreation are in operation throughout the entire year (82)..... ☐ ☐ ☐ ☐ ☐ ☐
22. The school arranges for medical treatment, when necessary, through inter-action among school, community health agencies, and professional groups (82)..... ☐ ☐ ☐ ☐ ☐ ☐
23. The school evaluates its health program in terms of broadness of youth participation in health-building activities (81)..... ☐ ☐ ☐ ☐ ☐ ☐

Additional characteristics, if any, suggested by local evaluation committee:

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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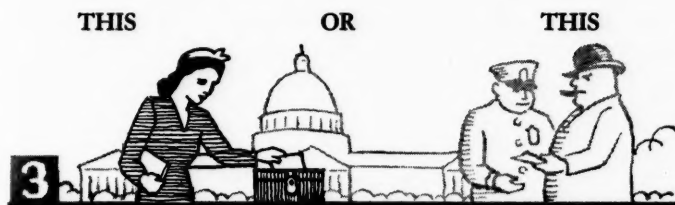
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Imperative Need Number 3

All youth need to understand the rights and duties of the citizen of a democratic society and be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.



N 1 2 3 4 5

1. The school bases its program of citizenship education on the values to which American democracy is committed and on a continuing study of civic, social, and economic problems in our society (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school and community provides for equal educational opportunity for all young people as one practical demonstration of the rights and duties of citizens in a democratic society (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school provides opportunities for pupils to practice with the tools of citizenship: group discussion, the ballot, representative government, techniques of inquiry, group action, etc. (100)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school provides opportunities for pupils to develop skills in defining issues, in gathering and sifting information, in appraising possible solutions, and in proposing plans of action (100)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school provides opportunities for pupils, appropriate to their maturity and experience, to observe, study, and evaluate the political, social, and economic conditions of their own community and the larger social scene (100)..... ☐ ☐ ☐ ☐ ☐ ☐
6. The school interrelates the study and the active experiences of its pupils in civic enterprises (94)..... ☐ ☐ ☐ ☐ ☐ ☐

	N	1	2	3	4	5
19. The school evaluates its citizenship program largely in terms of student action, evidence being sought in class activities, extra-class activities, and in out-of-school situations (80).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The school deals realistically with controversial issues that are of concern to students (A)*.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The school provides the instructional aids and facilities which are needed in informing young people concerning civic problems, and stimulating personal concern for the solution of these problems as well as for the proper functioning of the school as a democratic community (A)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The school provides systematic teaching of the principles of democratic citizenship and opportunities for pupils to study reflectively the success with which they are conducting their group activities according to these principles (A)*.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional characteristics, if any, suggested by local evaluation committee:						
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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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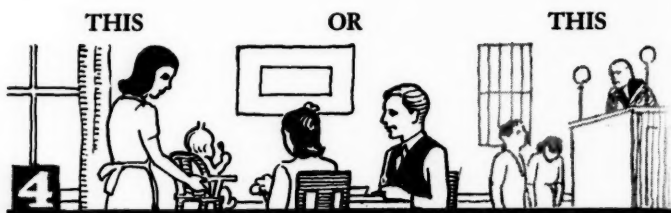
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* (A) Indicates added item. Where this letter (A) appears after subsequent characteristics in this checklist, they likewise indicate added items. (See page 11.)

Imperative Need Number 4

All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.



N 1 2 3 4 5

1. The school provides situations designed to develop wholesome boy and girl friendships not only in the classroom but also in after-school activities (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school provides guidance services designed to help shy boys and girls learn the skills of participation in mixed social activities (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school seeks close co-operation with all homes in order that school and home may work toward mutually approved goals of family living (94)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school makes its facilities available to older youth and adults for group activities designed to improve family relationships (94)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school encourages students to investigate, under guidance, those personal problems which to them are of immediate concern (94)..... ☐ ☐ ☐ ☐ ☐ ☐
6. The school bases its program of education for family living on continuing studies of the home life needs and aspirations of pupils and parents in the community (88) ☐ ☐ ☐ ☐ ☐ ☐
7. The school's program is developed in such a manner that teachers become increasingly alert to seize opportunities to improve pupils' understandings of the responsibilities of family members (88)..... ☐ ☐ ☐ ☐ ☐ ☐
8. The school provides simple and practical home-making experiences for both girls and boys (88)..... ☐ ☐ ☐ ☐ ☐ ☐
9. The school makes systematic provisions for boys and girls both to play and to work together (88)..... ☐ ☐ ☐ ☐ ☐ ☐

	N	1	2	3	4	5
10. The school evaluates its program for improved family living in terms of pupil projects designed to improve home and community living (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school evaluates its program in family living in terms of pupils' attitudes toward factors which strengthen or weaken the family unit (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school evaluates its program for improved family living in terms of pupils' use of well-thought-out standards for the selection of both necessities and luxuries which may improve family living (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. In developing and evaluating the program for family living, the school co-operates with the more effective community agencies concerned with improving family life (82).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school devotes a portion of its program in family living to helping pupils become aware of the interacting influences of home and community (82).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The school requires that all pupils experience at varying maturity levels units concerned with the over-all development of the individual (82).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The school evaluates its program for improved family living in terms of pupils' assumption of actual responsibilities in the home and community (82).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The school provides a continuous in-service education program which will enable teachers to help pupils individually and through classroom procedure to discover answers to questions concerning the development of their own bodies and the physiology of reproduction (81)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The school provides ample opportunity for all teachers to understand the social and economic structure of the community with special reference to family life (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The school evaluates its program for improved family living in terms of evidence shown by students of a more reflective and better informed approach to problems of courtship and marriage (A).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional characteristics:						
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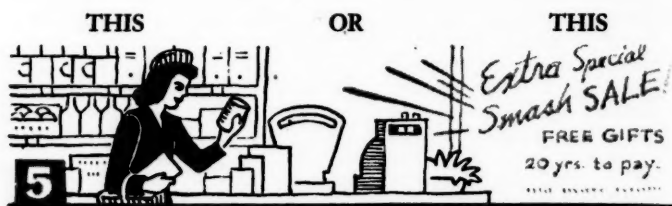
Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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Imperative Need Number 5

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.



N 1 2 3 4 5

1. The school bases its program of consumer education on continuing analyses of the immediate and practical consumer problems of pupils and the social-economic implications of such problems (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school uses several areas of the curriculum and a diversity of means to help pupils become alert and responsible consumers (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school provides experiences through which pupils may develop a consumer's concern and a sense of responsibility for wise spending of tax dollars and use of the services they buy (100)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school provides opportunities for each pupil to check his specific consumer actions against his maturing philosophy of values (100)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school makes systematic effort to stimulate pupils to want what is best for the individual and society in every phase of living: material (means considered), cultural (available budget considered), moral, etc. (94)..... ☐ ☐ ☐ ☐ ☐ ☐
6. The school makes systematic effort to develop consumers who can protect their own interests firmly, yet retain pleasant relationships with those who provide goods and services (94)..... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

7. The school seeks to develop in pupils an appreciation of the interdependence of people in providing and obtaining goods and services (94)..... ☐ ☐ ☐ ☐ ☐ ☐
8. The school provides opportunities for students to become acquainted with private and public agencies designed to help the consumer make better use of existing resources (94)..... ☐ ☐ ☐ ☐ ☐ ☐
9. The school provides opportunities for students to engage in budgeting and managing their individual and group funds (94)..... ☐ ☐ ☐ ☐ ☐ ☐
10. The school provides opportunities for students to develop a sense of relative values through real experiences in making selections (94)..... ☐ ☐ ☐ ☐ ☐ ☐
11. The school provides experiences by which students may become aware of the abuses practiced by both producers and consumers and methods of eliminating such abuses (94)..... ☐ ☐ ☐ ☐ ☐ ☐
12. The school promotes group projects designed to acquaint pupils with an appreciation of their personal influence and the potentialities of group action in raising standards of living in their community (94)..... ☐ ☐ ☐ ☐ ☐ ☐
13. The school evaluates pupil growth in consumer activities in terms of pupil ability to find sound consumer information when they need it (94)..... ☐ ☐ ☐ ☐ ☐ ☐
14. The school tries to determine whether or not students are growing in their ability to view their economic activities of social consequences as well as individual gain (94)..... ☐ ☐ ☐ ☐ ☐ ☐
15. The school provides opportunities for pupils to become acquainted with goods and services through contact with the real thing (88)..... ☐ ☐ ☐ ☐ ☐ ☐
16. The school places emphasis on the development and use of guides for shopping: reading labels, buying only what is needed, etc. (88)..... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

17. The school provides opportunities for students to appraise goods in terms of their actual performance (88)

☐ ☐ ☐ ☐ ☐ ☐

18. The school demonstrates, both materially and culturally, what is best in various areas of modern life (82)

☐ ☐ ☐ ☐ ☐ ☐

Additional characteristics suggested by local evaluation committee:

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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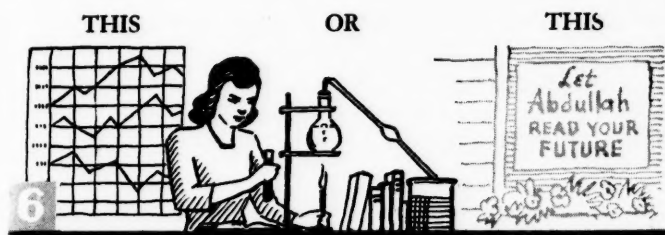
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Imperative Need Number 6

All youth need to understand the method of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of men.



N 1 2 3 4 5

1. The school provides experiences for all students designed to help them develop the habit of searching for reasonable explanations to natural phenomena rather than blindly relying upon superstition and pseudo-science (100) ☐ ☐ ☐ ☐ ☐ ☐
2. The school makes provisions for interested students to go deeper into the implications of science: science clubs, competent help in individual experimentation, etc. (100) ☐ ☐ ☐ ☐ ☐ ☐
3. The school provides space and facilities within its plant for pupils to work with scientific equipment and display science materials for the use of other interested persons (94) ☐ ☐ ☐ ☐ ☐ ☐
4. The school provides for experimental work through which pupils can observe and determine principles of science by their own efforts (94) ☐ ☐ ☐ ☐ ☐ ☐
5. In so far as possible, the school provides for pupil experience with actual scientific equipment rather than relying only upon study of pictures and reading materials (94) ☐ ☐ ☐ ☐ ☐ ☐
6. The school provides time in the science program for the appreciative study of the contributions of great scientists to human welfare (94) ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

7. The school bases much of its science program upon activities of living which reveal the relationships of science to life and offer practice in applying the methods of science (88)..... ☐ ☐ ☐ ☐ ☐ ☐
8. The school offers science experiences on the senior high-school level designed to serve both the immediate and anticipated future needs of interested students (88) ☐ ☐ ☐ ☐ ☐ ☐
9. The school provides for science study related to problems of mental and physical development of the individual and the maintenance of sound mental and bodily health (88)..... ☐ ☐ ☐ ☐ ☐ ☐
10. The school carries on its science program through field trips, shop and laboratory activities, and discussion—not alone through lectures and the use of laboratory manuals (88)..... ☐ ☐ ☐ ☐ ☐ ☐
11. The school provides opportunities for pupils to practice the use of scientific methods and attitudes in attacking economic, political, and social problems (88) ☐ ☐ ☐ ☐ ☐ ☐
12. The school provides opportunities for students to study directly the physical resources of their community (88) ☐ ☐ ☐ ☐ ☐ ☐
13. The school promotes throughout the curriculum the use of materials and methods of science as they affect problems studied by the pupils (82)..... ☐ ☐ ☐ ☐ ☐ ☐
14. The school provides opportunities for students to examine at first hand the effects of science upon occupations in the community, resulting increases in leisure time, and changed standards of living (82)..... ☐ ☐ ☐ ☐ ☐ ☐
15. The school makes its science experiences practical in order that pupils may see the need of scientific knowledges and practices (81)..... ☐ ☐ ☐ ☐ ☐ ☐
16. The school evaluates its science program partially in terms of able students who are stimulated to continue work in science beyond high school (A)..... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

17. The school stresses science teaching which will help each pupil understand science as a factor in his daily life—not a magical something only for his mystification (A)

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Additional characteristics, if any, suggested by local evaluation committee:

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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Imperative Need Number 7

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.



N 1 2 3 4 5

1. The school looks at itself constantly for possibilities to improve and beautify plant and site as the setting in which the staff has to work to cultivate appreciation of beauty (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school provides opportunities for pupils to utilize their talents at varying levels of competence both in the classroom and before other student groups and the public (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school places emphasis in these areas upon social and functional use of aesthetic materials rather than upon aesthetic perfection in these fields, but talented pupils receive encouragement toward perfectionism (94) ☐ ☐ ☐ ☐ ☐ ☐
4. The school insures that pupils are kept aware of community activities in these areas and that the community is aware of school activities designed to develop beauty appreciation (94)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school program draws on literature, art, music, and nature to make experiences of school life and daily living more meaningful, enjoyable, and emotionally satisfying to pupils (94)..... ☐ ☐ ☐ ☐ ☐ ☐
6. The school accepts the aesthetic judgments of students as starting points for the development of higher levels of appreciation, but fosters growth in these judgments through exploratory opportunities (94).... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

7. The school provides opportunities for pupils to increase their appreciations through creative work in such areas as landscaping, poetry, the drama, music, etc. (94) ☐ ☐ ☐ ☐ ☐ ☐
8. The school provides opportunities for all pupils to participate to some degree in various musical activities (94) ☐ ☐ ☐ ☐ ☐ ☐
9. The school provides extra-class activities to supplement regular classroom work wherever interest and enthusiasm warrant additional opportunities to those provided in regular class activities (94) ☐ ☐ ☐ ☐ ☐ ☐
10. The school constantly studies the reactions of students to the materials in these areas to determine more adequate and appropriate choice of materials (94) ☐ ☐ ☐ ☐ ☐ ☐
11. The school makes use of varied means—observation of emotional responses, comparative group studies, apparent taste changes, etc.—to evaluate the growth of the capacity of students to appreciate beauty in literature, art, music, and nature (94) ☐ ☐ ☐ ☐ ☐ ☐
12. The school provides opportunities for the informal use of materials in these areas to develop in pupils the courage to try new things (93) ☐ ☐ ☐ ☐ ☐ ☐
13. The school bases its program of beauty appreciation in literature, art, music, and nature largely upon community resources in these areas and the stimulation of opportunities for youth and adults to participate in aesthetic experiences within the community (88) ☐ ☐ ☐ ☐ ☐ ☐
14. The school's program in these areas is designed primarily to develop competence for personal, home, and community use (88) ☐ ☐ ☐ ☐ ☐ ☐
15. In the study of literature the school stresses the human qualities of literary characters through the use of audio-visual aids, comparisons with local and prominent persons in current affairs, historical heroes, etc. (88) ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

16. The school uses varied means—orientation courses, aptitude tests, observation of student interests, examination of earlier records, *etc.*—to discover, assist, and encourage the development of special aptitudes of pupils in these fields (81).....

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Additional characteristics suggested by local evaluation committee:

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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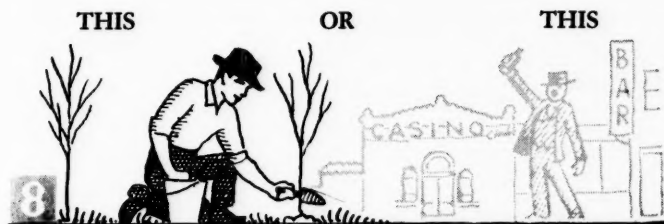
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Imperative Need Number 8

All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.



N 1 2 3 4 5

1. The school bases its program of training for the use of leisure time upon continuing studies of existing facilities for recreation in the community and the constantly emerging leisure-time needs and interests of youth and adults in the community (100) ☐ ☐ ☐ ☐ ☐ ☐
2. The school provides opportunities for every student to participate in some form of leisure-time group activity such as singing, dramatics, dancing, etc. (100) ☐ ☐ ☐ ☐ ☐ ☐
3. The school, in selecting teachers, gives consideration to their competence in promoting and guiding leisure time pursuits (94) ☐ ☐ ☐ ☐ ☐ ☐
4. The school provides space and special equipment for developing its leisure-time training program on an equal footing with other school activities (94) ☐ ☐ ☐ ☐ ☐ ☐
5. The school recognizes the extent to which commercial entertainment makes demands upon pupils' leisure hours and helps pupils develop criteria for selecting from the abundance of entertainment available (94) ☐ ☐ ☐ ☐ ☐ ☐
6. The school provides for student instruction and practice in the active duties of citizenship which are normally discharged in leisure time, such as voting, clean-up campaigns, attendance at civic meetings, etc. (94) ☐ ☐ ☐ ☐ ☐ ☐

	N	1	2	3	4	5
7. The school delegates to student groups much of the responsibility for the planning and conduct of leisure-time activities (93).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The school plans its leisure-time program carefully in order that pupils may come to recognize that leisure time is not just time to be passed but that it is time to be planned for and used (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school seeks close co-operation with recreational agencies in the community in order that facilities may be broadened rather than unnecessarily duplicated (88)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school provides opportunities for students to participate in some form of sport or other physical activity (88)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school is concerned with the retiring pupil and, through guidance, undertakes to help him find his interests (88)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school provides instruction in and time for practice and learning of socially useful leisure-time habits which perform may not be given in the home (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school maintains developmental reading programs in order that pupils' increased ability to read may also bring satisfaction and enjoyment in this method of using leisure time (88).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school tries to help each student develop such skill in one or more leisure-time pursuits that it will bring him a sense of achievement and recognition (81)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The school analyzes annually with each pupil his periodic in-school and out-of-school activities as an aid to personal achievement of balanced living (A)....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional characteristics, if any, suggested by the local evaluation committee:

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☐ ☐ ☐ ☐ ☐ ☐

Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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Imperative Need Number 9

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

THIS

OR

THIS



N 1 2 3 4 5

1. The school is organized and administered to stimulate co-operative endeavor on the part of both students and staff (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school exemplifies co-operative action for its students through staff action characterized by joint consideration, group decision, and collective evaluation (100) ☐ ☐ ☐ ☐ ☐ ☐
3. The school provides for pupil experiences to supplement book materials, such as committee investigations, excursions into the community, audio-visual experience, group work projects, etc. (100)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school offers a program of student activities which provide pupils opportunities to achieve status with age-mates (94)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school provides opportunities, wherever possible and expedient, for students to bring individual and group action into line with the results of study (94) ☐ ☐ ☐ ☐ ☐ ☐
6. The school provides guidance services designed to help pupils into activities on the basis of observed or objectively determined need (94)..... ☐ ☐ ☐ ☐ ☐ ☐
7. The school provides for experiences designed to help pupils and adhere to a value system consistent with the tenets of our continuously developing democratic way of life (93)..... ☐ ☐ ☐ ☐ ☐ ☐

N 1 2 3 4 5

8. The school provides opportunities for each pupil to examine himself critically and objectively to promote respect both for self and for others (93).....☐ ☐ ☐ ☐ ☐ ☐
9. The school promotes the use of student-developed, understood, and approved values in solving problems in daily living (93).....☐ ☐ ☐ ☐ ☐ ☐
10. The school promotes favorable school-home-community relationships in order that all may work with the students toward mutually approved goals (88).....☐ ☐ ☐ ☐ ☐ ☐
11. The school's program provides for teacher-pupil planning and study of problems which grow out of daily living at school and in out-of-school life (88).....☐ ☐ ☐ ☐ ☐ ☐
12. The school encourages pupil freedom of choice of a course of action on a given problem after pupil-parent-teacher conferences point out the implications of various choices open to the pupil (88).....☐ ☐ ☐ ☐ ☐ ☐
13. The school evaluates pupils' respect for others in terms of pupils' ability to resolve issues to find what is sound or what is for the common good (86).....☐ ☐ ☐ ☐ ☐ ☐
14. The school extends the use of the method of co-operative thinking and action to an increasing number of problems and issues that lend themselves to such treatment, no area being tabooed (81).....☐ ☐ ☐ ☐ ☐ ☐
15. The school program provides for the development of youth councils or parent-teacher-pupil groups in which pupils have the opportunity for participation and leadership in the co-operative solution of problems that are important to youth (81).....☐ ☐ ☐ ☐ ☐ ☐
16. The school adopts into its regular class program activities which contribute to the solution of life problems (80)☐ ☐ ☐ ☐ ☐ ☐
17. The school emphasizes in all guidance and instructional activities the need for determining what the pupil can do well rather than what he cannot do well or at all (A)☐ ☐ ☐ ☐ ☐ ☐
18. The school emphasizes in instruction and guidance the ethical standards necessary for full personal success and makes the standards desired by the pupil through the personal example of the teachers, recognition of good conduct, and other means (A)☐ ☐ ☐ ☐ ☐ ☐

4 5

N 1 2 3 4 5

19. The school elicits the unique contributions of individuals with differing backgrounds to the enhancement of group living (A) ☐ ☐ ☐ ☐ ☐ ☐
20. The school provides for direct and/or indirect instruction in morals and ethics through literature, history, biography, etc. (A) ☐ ☐ ☐ ☐ ☐ ☐
21. The school provides for the critical examination and evaluation of differing and conflicting value systems (A) ☐ ☐ ☐ ☐ ☐ ☐

Additional characteristics suggested by local evaluation committee:

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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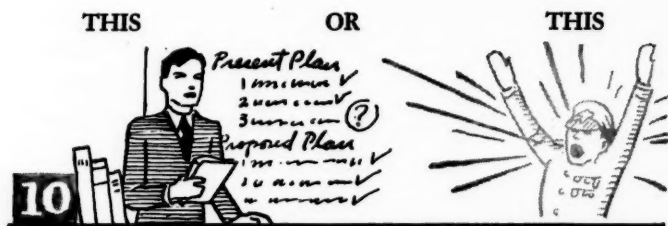
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Imperative Need Number 10

All youth need to grow in their ability to express their thoughts clearly and to read and listen with understanding.



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1. The school states its goals in these areas in terms of behavior which the school desires all pupils to develop to the best of their abilities (100)..... ☐ ☐ ☐ ☐ ☐ ☐
2. The school places emphasis upon ordinary daily expression throughout its entire program (100)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school provides for every pupil help and practice in the intelligent reading of newspapers, magazines, reference books, etc. (100)..... ☐ ☐ ☐ ☐ ☐ ☐
4. The school broadens the ordinary work in written expression by providing opportunities for various kinds of writing including creative writing (100)..... ☐ ☐ ☐ ☐ ☐ ☐
5. The school seeks to discover and correct individual reading difficulties (100)..... ☐ ☐ ☐ ☐ ☐ ☐
6. The school offers experiences designed to help pupils become increasingly adept at distinguishing fact from fiction, truth from propaganda (100)..... ☐ ☐ ☐ ☐ ☐ ☐
7. The school uses varied techniques and materials to help develop reading abilities (94)..... ☐ ☐ ☐ ☐ ☐ ☐
3. The school uses both formal and informal discussion techniques as means for developing free expression (94)..... ☐ ☐ ☐ ☐ ☐ ☐

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20. The school places major emphasis upon developing the ability to read with understanding the useful sources of information about problems of living

(A) ☐ ☐ ☐ ☐ ☐ ☐

21. The school helps the pupil to appraise his own thought processes and modes of expression (A).....

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Additional characteristics, if any, suggested by local evaluation committee.

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Are there local school or community situations which ought to be taken into account in connection with the above ratings? If so, comment below.

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**MEETING THE IMPERATIVE NEEDS OF YOUTH IN TERMS OF
COMMUNITY RELATIONSHIPS**

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* An evaluation committee in an individual school may wish to add other items which members of the committee feel are pertinent to the area being appraised.

Need	Item	N	1	2	3	4	5	Need	Item	N	1	2	3	4	5
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6.....	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING THE IMPERATIVE NEEDS OF YOUTH IN TERMS OF
 ATTAINING STATUS AND GETTING ALONG WITH AGE-MATES

	N	1	2	3	4	5		N	1	2	3	4	5
1..... 2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2..... 1....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		22....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4..... 1....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3..... 3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5..... 9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6.....					

*Items added by individual school.

Need	Item	N	1	2	3	4	5	Need	Item	N	1	2	3	4	5
7.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.....	4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.....	1....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n*.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING THE IMPERATIVE NEEDS OF YOUTH IN TERMS OF
KNOWLEDGE CONCERNING YOUTH

	N	1	2	3	4	5		N	1	2	3	4	5
1.....	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		16....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	22....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	23....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.....	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.....	1....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Items added by individual school.

Need	Item	N	1	2	3	4	5	Need	Item	N	1	2	3	4	5
7.....	2.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.....	4.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.....	3.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.....	5.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.....	5.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.....	6.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.....	6.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.....	7.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.....	9.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.....	8.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.....	9.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.....	10.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.....	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.....	1.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.....	12.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.....	13.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.....	15.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		21.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING THE IMPERATIVE NEEDS OF YOUTH IN TERMS OF
EVALUATIVE ACTIVITIES

	N	1	2	3	4	5		N	1	2	3	4	5
1.....	3.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.....	4.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.....	5.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.....	6.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.....	7.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.....	8.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22.....	9.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.....	2.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		10.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.....	11.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		13.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	23.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		16.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.....	1.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.....	1.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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* Items added by individual school.

Need	Item	N	1	2	3	4	5	Need	Item	N	1	2	3	4	5
	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.....	6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		13....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.....	14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
									21....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.....	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.....	6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.....	1....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		21....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n*.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING THE IMPERATIVE NEEDS OF YOUTH IN TERMS OF
ORGANIZED GUIDANCE AND SPECIAL SERVICES

	N	1	2	3	4	5		N	1	2	3	4	5
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	12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.....	11....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	10....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.....	6....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	22....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.....	8....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.....	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		14....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		21....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n*.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	17....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.....									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.....	2....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.....	3....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Items added by individual school.

Two Faculties Compare Opinions on Class Size

ELLSWORTH TOMPKINS

CHARACTERISTICS OF THE TWO SCHOOLS

SO little research on class size has been initiated within the last eighteen years, as a recent article has indicated,¹ that there is a dearth of data to support professional judgment. Yet, increasingly within the immediate past, references to class size has appeared in news reports and magazine columns. When the author or speaker was mentioned by name in the reference, which happened some twenty times during 1947, he was sent a letter asking for the source of materials on which he based his opinion. Most of the replies received pointed out that there had been no source material or research involved. In several instances, they stated that expert opinion provided the background for their remarks. Of course, the opinion of experts is significant testimony, yet relevant judgment implies more than subjective appraisal. It is obvious that we need more study on class size in all its many aspects.

In an attempt to find out the opinions of high-school teachers regarding class size and to ascertain how they might be conditioned by practices and experiences within the particular school, faculties of two large high schools in the greater metropolitan New York area agreed, at the invitation of their principals, to participate in a poll of their opinions. These two schools, which we shall call School A and School B, are located in New Jersey and Connecticut respectively, within forty-five miles of New York City. The schools are somewhat similar as to pupil population, type of community, financial support of education, experience of the faculty, characteristics of student body, school environment, quality of educational leadership, retention of students in school until graduation, and adequacy of school plant. They differ significantly in pupil-teacher ratio, average total number of teaching periods in daily assignment, number on the faculty, and type of school.

¹ Tompkins, Ellsworth. "The Enigma of Class Size." *School Life*, November, 1948.

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Items of similarity and difference are indicated in Tables I, II, and III.

Table I. A COMPARISON OF CERTAIN CHARACTERISTICS OF SCHOOL A AND SCHOOL B

(1945-46 Figures)

	<i>School A</i>	<i>School B</i>
Boys enrolled	1089	841
Girls enrolled	1123	994
Total enrollment	2212	1835
Graduates	536	527
Number on faculty	83	100
Type of School	Regular 4-year High School	3-year Senior High School
Population of city	55,000	61,000
Pupil-teacher ratio	26.65 to 1	18.35 to 1
Per capita cost (High School only)	\$193.43 ^a	\$191.74 ^b \$239.12 ^c
Annual education budget (High School only)	\$381,832.48	\$376,122.42

^a Based on average enrollment; does not include debt service on school bonds.

^b Per capita cost per number of pupils registered.

^c Per average attendance including distribution of all overhead.

Table II. A COMPARISON OF THE SIZE OF INDIVIDUAL CLASSES IN SCHOOL A AND SCHOOL B

<i>No. of Pupils in Class</i>	<i>No. of Classes in School A</i>	<i>No. of Classes in School B</i>
Fewer than 10	7	7
10 - 14	12	24
15 - 19	49	46
20 - 24	67	82
25 - 29	187	111
30 - 34	116	64
35 - 39	30	17
40 - 49	19	5
50 and over	29 ^a	34 ^b
Total No. of Classes	516	390

^aSchool A, a regular four-year high school, has classes of 50 or more pupils in: Physical Education (20), Health (4), Orchestra (1), Band (2), and Chorus (2).

^bSchool B, a three-year senior high school, has classes of 50 or more pupils in: Physical Education (30), Band (1), and Choir (3). The classes in Choir are assigned two teachers per class.

Table III. AVERAGE NUMBER OF TEACHING PERIODS
IN DAILY ASSIGNMENT

<i>Teaching Periods in Daily Assignment</i>	<i>School A Teachers</i>	<i>School B Teachers</i>
2	2	3
3	2	7
4	9	21
5	26	38
6	32	3
7	5	0
	—	—
	76	72

Eighty-one of the faculty of School A and 73 of the faculty of School B participated in the poll of 13 questions. Opportunity was provided by the high-school principals for interview with members of the teaching and administrative staff, so that reasons for answers and points of view not elicited by the poll might be explored. Comment on these will follow the tabulation of poll answers.

I. A REPORT ON THE POLL

QUESTION 1. *In your opinion, what is a small class?*

	<i>School A</i>	<i>School B</i>
Number of responses	77	73
Range of response	5-20 pupils	5-30 pupils
Average of responses	16.2 pupils	13.5 pupils

QUESTION 2. *In your opinion, what is a large class?*

	<i>School A</i>	<i>School B</i>
Number of responses	79	73
Range of response	20-60 pupils	20-50 pupils
Average of responses	32.8 pupils	33.6 pupils

QUESTION 3. *In your opinion, when is a class too small for efficient instruction?*

	<i>School A</i>	<i>School B</i>
Number of responses	73	65
Range of response ²	Never-20 pupils	Never-20 pupils
Average of responses ³	8.5 pupils	9.0 pupils

QUESTION 4. *In your opinion, when is a class too large for efficient instruction?*

	<i>School A</i>	<i>School B</i>
Number of responses	79	71
Range of response	20-60 pupils	20-45 pupils
Average of responses	34.3 pupils	34.9 pupils

² Twelve faculty members of School A and twenty-eight faculty members of School B replied that a class is NEVER too small for efficient instruction.

³ Average of responses does not include those who responded NEVER.

QUESTION 5. *In your opinion, what is ideal class size?*

	<i>School A</i>	<i>School B</i>
Number of responses	79	68
Range of responses	15-40 pupils	12-35 pupils
Average of responses	21.8 pupils	22.4 pupils

QUESTION 6. *In your opinion, is there any significant difference in teaching method for the small and large class?*

	<i>School A</i>	<i>School B</i>
Number of responses	81	72
Per cent YES	80.2	77.8
Per cent NO	13.6	18.1
Per cent UNDECIDED	6.2	4.2

QUESTION 7. *If answer is "Yes," what is a significant difference?**School A**Number of**Responses**Responses*

- 22 There is more time for attention to individual needs and differences in a small class.
- 18 More individualized instruction is possible in a small class.
- 8 A smaller class is more informal and personal.
- 4 A small class permits more discussion.
- 2 A small class permits more pupil participation.
- 2 More oral-aural work is possible in a small class.
- 2 Problem of space is greater in a large class.
- 2 More variety of teaching method is possible in a small class.
- 2 Appraisal and marking is more accurate in a small class.
- 1 Lecturing is commoner in large classes.
- 1 Pupil activity is greater in a small class.
- 1 More written work and composition is possible in a small class.
- 1 Greater opportunity for daily recitation is possible in a small class.
- 1 Pupil and instructor know each other better in a small class.
- 1 Problem cases in instruction are more likely to be eliminated in a small class.
- 1 More remedial work is possible in a small class.
- 1 Diagnosis is more accurate in a small class.
- 1 Greater variation in individual response is possible in a small class.

71 Total number of responses

*School B**Number of**Responses**Responses*

- 13 More individual instruction is possible in a small class.
- 10 More individual attention is possible in a small class.

- 9 Individual help and assignments which may vary to suit the pupils' needs are more likely in a small class.
- 6 A small class is more informal and more personalized.
- 4 A small class offers more opportunity for individualized work.
- 4 A large class is more likely to be a waste for slow-witted pupils.
- 3 Individual differences can be more effectively recognized in a small class.
- 2 Pupils do more work in a small class.
- 2 Teacher knows and understands the individual better in a small class.
- 2 There is more discussion in a small class.
- 2 There is more rapid progress in a small class.
- 2 Work can be more specific and detailed in a small class.
- 1 Teachers lecture more in a large class.
- 1 Teaching methods are less elastic in a large class.
- 1 More concentrated work on lagging pupils is possible in a small class.
- 1 Exploration of varying media is more likely in a small class.
- 1 A large class places greater emphasis on tests.
- 1 Opportunity for recitation is greater in a small class.
- 1 More written work is necessary in a large class.
- 1 Large classes defeat the main purpose of education.
- 1 Group instruction is best for a large class; individual instruction is better for a small class.
- 1 There is more dependence on pupil initiative for needed help in a large class.
- 1 Classes could be larger if pupils were graded mentally.

70 Total number of responses

QUESTION 8. *In your opinion, does ideal size of class depend on the specific purpose intended by instruction? (e.g., appreciation, drill, discussion, etc.)*

	School A	School B
Number of responses	78	72
Per cent YES	77.8	83.6
Per cent NO	11.1	10.9
Per cent UNDECIDED	7.5	5.5
Per cent qualified answers	3.6	0.0

QUESTION 9. *Does ideal class size depend on what subject is taught?*

	School A	School B
Number of responses	81	73
Per cent YES	80.2	71.2
Per cent NO	13.6	16.4
Per cent UNDECIDED	6.2	12.3

QUESTION 10. *If your answer to 9 is "Yes," what subject requires the smallest size of class?*

	School A	School B
Number of responses	61	46
(Responses mentioned three times or more, and times mentioned)		
Modern Language	19 times	6 times
Laboratory	6 "	7 "
Science	9 "	2 "
Mathematics	4 "	4 "
Secretarial	2 "	4 "
Subj. requiring indiv. attention	4 "	4 "
Shop and Industrial Arts	5 "	4 "
English (Spoken and Written)	3 "	3 "
Driver Education and Safety	3 "	- "

QUESTION 11. *Average total number of pupils taught daily (excluding home room and study hall).*

	School A	School B
Number of responses	71	71
Average of responses ⁴	142.7	93.56

QUESTION 12. *Average total number of teaching periods in daily assignment of instructor.*

	School A	School B
Number of responses	70	73
Average of responses	5.29 periods	4.38 periods

QUESTION 13. *If the number of pupils taught remained the same as now, would you prefer to teach the pupils in fewer, more, or the same number of classes as you teach now, provided no additional assignments outside of teaching were made?*

	School A	School B
Number of responses	63	57
Per cent electing to teach the same number of classes	50.8	63.2
Per cent electing to teach fewer classes	31.7	14.0
Per cent electing to teach more classes	17.5	22.8

⁴ No attempt has been made to weight the responses according to a full teaching load.

II. COMMENTS

A question which quite naturally arises when one reads the replies to the questions, is how did the respondents come by their opinions? One would think that their opinions would be conditioned by practices within the school or within the special area of instruction, by points of view developed through the individual instructor's experience, by general references to class size in courses in education, and by discussions arising from pupil scheduling, teacher load, equipment, and classroom design. The likelihood of deriving an opinion from a study of the research on class size is little, for reasons already stated, although the recent propagandizing in magazines and on radio programs for smaller classes may have had a considerable role in influencing emotional attitudes.

Experience with this inquiry leads to the belief that the greater part of the opinions is derived empirically, representing viewpoints developed from daily classroom experience. Yet an analysis of the answers to Question 10 indicates that the instructor does not think only in terms of his own subject. For example, those who designated foreign language as the subject most in need of small classes, were teachers of English (7), foreign language (6), social studies (4), business education (2), mathematics (2), and science (1). Those who indicated science laboratory as most needing small classes were teachers of English (8), science (7), social studies (1), mathematics (1), art (1), and home nursing (1). Though one might successfully argue that a detailed study of class size should be related to subject-matter fields, it appears that we cannot dismiss lightly the opinions of experienced teachers in a general consideration of class size.

We know from our inquiry into the status of class size in large high schools⁸ that opinions and practices in sections of the nation vary considerably and that classes in physical education and music are commonly the largest classes. Thus, the size of physical education classes in School A may account for the higher range of responses that were received on Questions 2 and 4.

The replies to Question 7 seem significant. Obviously, if the instructors admit no difference in method of teaching a large class and a small class, some one may ask: What is the educational justification of small classes? On the other hand, if a difference *is* thought to exist, it is important that such difference be clearly conceived and plainly implemented. Otherwise,

⁸ Tompkins, Ellsworth. *Size of Class: The Larger High School*. Washington 25, D. C.: Superintendent of Documents: 1949. 29 pp. 20c.

the same question remains: What is the educational justification for small classes?

In addition to the instructional problems inherent in class sizes, there are the considerations of financial support,⁶ teacher preparation and supply, educational philosophy, and many others. Advertising campaigns, 20-second station-break radio announcements, billboard posters, and popular magazine articles may well create favorable emotionalized attitudes on the part of the general public, but they cannot take the place of careful investigation on the part of the profession. It is hoped that the effort of the U.S. Office of Education to call attention to statistics and practices regarding class size may stimulate needed research in this area.

The implications in Question 13 deserve to be examined closely. If a teacher chooses to teach all his pupils in fewer groups, obviously it will increase classes size. Also, it will afford him greater time for preparation, diagnosis, individual assistance, checking, *etc.* If he chooses to teach all his pupils in an increased number of classes, the result may well be less time for preparation, diagnosis, *etc.*, and extended time for actually meeting with the classes. Of course, speculation concerning these implications must give careful thought to the personality and conscientiousness of the teacher. Yet many high-school principals admit that the first consideration of pupil scheduling is a mathematical division of the number of teachers into the number of pupils and a quick look at the number of seats in classrooms.

It is of greatest importance that any serious consideration of class size must take into account one's understanding of what education should accomplish. Therefore, concern with the facets and implications of class size can hardly be conceived only in statistical terms. Nevertheless, statistics regarding class size are essential as basic data for professional reference.

III. INTERPRETATIONS AND SOME CONCLUSIONS

Members of the faculties gave earnest attention to the replies, and, for the schools concerned, some conclusions may be drawn. That these conclusions would apply in other situations, similar or not, is by no means taken for granted. Nor is there any attempt in this article to assay class size in relation to the educational outcome in any school. Nevertheless, as a comparison of the opinions of two faculties, there are implications for all schools to clarify their thinking concerning small classes, large classes, and ideal class size. An analysis of the responses to the poll indicates that:

⁶ In 1924, Nelson B. Henry (Report of the Committee on Finance to the Chicago Board of Education) calculated that the difference of two pupils per class in the elementary schools of Chicago represented an investment of approximately \$9,712,350.

1. The opinions of the faculties of School A and School B do *not* seem to be conditioned by class-size practices within the school. Ordinarily one would expect that the opinions of the faculty of School B, which has a pupil-teacher ratio of 18.35 to 1, would be dissimilar to the opinions of the faculty of School A, where the ratio is 26.65 to 1. By comparing the average of responses from each faculty, however, one can easily see in practically all items a striking similarity.
2. The opinion of both faculties regarding a class too large for efficient instruction (School A—34.3; School B—34.9) is only slightly larger than the conception of what constitutes a large class (A—32.8: B—33.6).
3. There is substantial difference between the opinions of what constitutes a small class and what constitutes an ideal class. In the case of School A this represents the difference between 21.8 and 16.2 pupils; in the case of School B this represents the difference between 22.4 and 13.5 pupils.
4. Forty out of 138 teachers believe a class is never too small for efficient instruction. Undoubtedly this represents an ideal opinion, for economically it would be difficult to defend.
5. The majority of faculty members (A—80.2%; B—77.8%) believes there is a significant difference in teaching method for the large and for the small class.
6. The most frequently mentioned differences in teaching method for large and small classes are (a) attention to individual needs and differences and (b) individualization of instruction.
7. With the exception of one comment concerning group instruction, there was no expression of opinion favoring larger classes.
8. No statement regarding the personality of the instructor and its relation to class size was mentioned.
9. Approximately the same percentage of faculty members in each school voted YES for Questions 6, 8, and 9.
10. An inspection of the replies to Question 13 reveals that a greater percentage of teachers in School B prefer to teach the same number of classes as at present (School A — 50.8%; School B — 63.2%). smaller percentage in School B would elect to teach fewer classes (School A — 31.7%; School B — 14.0%). A larger percentage in

School B would choose to teach all pupils in an increased number of classes (School A — 17.5%; School B — 22.8%). A reason for this and the previous figure may be that, in general, the faculty of School A has more daily teaching assignments and a greater number of larger classes than the faculty of School B. (See Tables II and III: A Comparison of the Size of Individual Classes in School A and School B, and Average Total Number of Teaching Periods in Daily Assignment.)

IV. A REPORT ON INTERVIEWS WITH MEMBERS OF THE TWO FACULTIES

As indicated previously, the two high-school principals arranged for members of the faculty to be interviewed so that reasons for responses might be more adequately explored and additional comments elicited. Consequently, eight members of the faculty in each school were interviewed. In both schools these two comments were encountered several times: (1) Beginning and inexperienced teachers fare better with small classes; (2) The size of the classroom is, or should be, a primary factor in class size.

The following comments represent statements made by at least one of the sixteen faculty members:

1. A small class may be lacking in variety of experiences to the pupil.
2. To make up for any lack of individual attention in the large class, differentiated assignments should be employed.
3. The very small class often fails to challenge the teacher.
4. Size of class depends more on the personality and preparation of the individual teacher than on other factors.
5. Flexible class size, which may mean combining classes or dividing a class into smaller groups, has distinct advantages: it can be adjusted to suit the type of instruction; *e.g.*, field trip or excursion, workshop method, discussion, analysis, moving pictures, repetitive drill, *etc.*
6. Flexible class size is not desirable because it introduces the element of irregularity into class procedures.
7. In large classes, responsibility for the stimulation of pupils may have to be more proportionately shared by the extra-class activity program, the grouping of classes according to ability, the influence of the home.
8. A class of fifteen in English literature or the social studies may lack variety of expression and experience.
9. Retarded pupil groups should be small.
10. A good teacher can direct the learning of any class of reasonable size. The success of the instruction depends on the individual teacher.

11. Modern language classes should diminish in size in three years from 25 to 20 to 15 in order to give full opportunity for pronunciation study and repetitive drill.
12. In the large class, the tendency is for the teacher to do the work.
13. Large classes tend to break down the beginning teacher's enthusiasm for teaching.
14. Class size is secondary to the sympathetic attitude of the teacher toward helping his pupils. Teachers who display a "bread and butter" attitude may conceivably do a poor job with a very small class.
15. As class size is reduced from a large to ideal number, a changed pupil attitude toward work is likely to occur.
16. Larger classes may be preferred when the purpose of instruction is to inspire.
17. Large classes may be more effective if pupils are separated according to ability.
18. The personality of the teacher and its relationship to the characteristics of the class is a major factor in the success of the class, no matter what the size.

V. HOW CLASS SIZE POLICY IS ESTABLISHED IN SCHOOLS A AND B

Policy	<i>School A</i> Established by individual school	<i>School B</i> Established by individual school
Initiated by	High-school principal Vice-principal Head of department Guidance director	High-school principal Guidance director Head of department
Approved by	High-school principal	High-school principal
Major factors in establishing policy	Pupil registration by subject Traditional class size within school Accreditation by regional accrediting association School budget Class size in nearby cities Opinion of superintendent and principal Viewpoints of teachers	Pupil registration by subject Size of classrooms Available equipment Appropriate assignment of teachers Opinion of superintendent and principal

Table IV. A COMPARISON OF RESPONSES FROM SCHOOL A AND SCHOOL B WITH INDIVIDUAL OPINIONS FROM 33 SELECTED LARGE HIGH SCHOOLS⁷ IN THE NATION⁸

	School A	School B	33 Schools
1. A small class constitutes:	5-20 pupils Range Average	5-30 pupils 13.5 pupils	5-35 pupils 17.32 pupils
2. A large class constitutes:	20-60 pupils Range Average	20-50 pupils 33.56 pupils	30-60 pupils 39.83 pupils
3. A class too small for efficient instruction:	Never-20 pupils Range Average	Never-20 pupils 9.0 pupils	Never-20 pupils 10.22 pupils
4. A class too large for efficient instruction:	8.5 pupils Range Average	20-45 pupils 34.9 pupils	30-50 pupils 39.82 pupils
5. Ideal class size:	15-40 pupils Range Average	12-35 pupils 22.37 pupils	15-35 pupils 25.63 pupils
6. Difference in teaching method for small and large class:	21.84 pupils 80.2% YES NO UNDECIDED	77.8% 18.1% 4.2%	83.3% 13.3% 3.4%
8. Ideal size of class depends on specific purpose intended by instruction:	77.8% 11.1% 7.5% UNDECIDED	83.6% 10.9% 5.5%	83.3% 13.3% 3.4%
9. Ideal size of class depends on what subject is taught:	80.2% 13.6% 6.2% UNDECIDED	71.2% 16.4% 12.3%	93.2% 2.9% 2.9%
10. What subject requires smallest size of class:	Modern Lang. Science	Laboratory Modern Lang.	Modern Lang. Laboratory
11. Preference for average number of classes to be taught daily:	3 classes 4 classes 5 classes 6 classes	8.0% 32.2% 46.8% 11.3%	8.4% 24.8% 58.4% 8.4%

⁷ For the purpose of this account, high schools of 500 or more pupil enrollment.

⁸ The thirty-three large high schools are located in Alabama, California, Delaware, Florida, Illinois, Indiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, Ohio, South Carolina, Texas, and Wisconsin.

	<i>School A</i>	<i>School B</i>
Minimum limit of class size	10 pupils ordinarily, except for curricular or college-entrance requirements	10 pupils usually, except when conditions warrant less
Maximum limit	Not over 30, if it can be helped (excluding physical education)	No definite limit set. Depends on size of room, since approximately half the number of rooms accommodate no more than 25 pupil-positions
Basis for review of policy on class size	No regular review Altered as needed according to opinion of superintendent, principal, and viewpoint of school staff.	No regular review Altered as needed because of curriculum changes or opinion of principal

In explanation of the opposite table, the questionnaire used in School A and School B was sent to thirty-four large high schools in different sections of the country, and replies were received from thirty-three of these schools. In some cases, the principal or guidance counselor or a teacher answered for himself; in other instances, a consensus of the faculty, or the opinions of several people were included. So it is not possible to say exactly how many individual opinions are represented.

Even so, it is interesting to compare these data with the results obtained in the two schools. As might be expected, the cross-section of opinions indicates that a large class, a class too large for efficient instruction, and an ideal class may be larger than School A and School B think they should be. Opinions from the thirty-three schools show greater preference for a daily teaching assignment of five classes, and more complete agreement on the question of ideal class size in relation to the subject taught. (See item 9, Table IV.)

NEWS ITEM

REPORT ON UNITED NATIONS IN THE SCHOOLS PUBLISHED.—The many ways in which American schools are teaching about the United Nations are depicted by photographs in *Teaching United Nations: A Pictorial Report*, published in July by the NEA. The 32-page, two-color report is divided into five parts: (1) classroom activities, (2) publications, (3) audio-visual aids, (4) extra-curricular activities, and (5) biographical suggestions. Copies may be obtained at \$1 each from the NEA Committee on International Relations, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The Other Side of the Principal's Desk

FRANCIS L. DAUGHERTY

TWENTY-EIGHT pairs of eyes rapidly surveyed the empty home economics classroom into which we stepped, and then switched their gaze to me. What next—was written on every face. A novel experience ought to come from having the principal of the school for a teacher. It was clear to me that there was no certainty as to my ability in the unaccustomed role. I stopped their speculation for the time by telling them to invoice the equipment.

While they worked, I took stock of myself. For sometime I had realized that sitting behind a desk and governing the lives of a hundred teachers and several thousand boys and girls was not giving me enough actual contact with the functioning of the school. I wanted to know some of the young people and to understand their reactions to the administrative program. Here was my opportunity—a group of boys were of diversified ethnic backgrounds—Mexican, Italian, and Jewish. Since it was summer school, they were from junior as well as senior high school. Abilities were none too high. The only factor common to all was the modesty of their financial background.

The clatter of pans being moved about brought my thoughts back to the present. "Teacher, there isn't enough stuff for all us," chorused the members of the class. "What we have right now is all the equipment we'll ever have," was my rejoinder. In the pause which resulted from the statement, I could see certain ones planning to drop the course. I stepped to the board and began to draw. Cooking having been a life-time hobby, I had a large fund of information upon which to depend.

First, I drew two Y-shaped sticks standing upright several inches apart. Soon stools were scraping the floor as the boys moved closer to me.

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Then I sketched a bed of coals between the sticks. As I drew, I talked, telling them how a piece of meat could be wired on a stick, and the stick laid across the crotch of the two Y-shaped sticks. Evidently my illustration showing how much can be done with so little struck a response with them, for no one dropped the course, and our shortages served but to test our mettle.

To my surprise, when we began to cook, everyone was quite gracious about sharing equipment and a fine spirit of comradeship was present to the end. Our work always seemed to be fun; for them—and for me. After the first day, no one remembered I was the principal. I had something to teach them which I liked to teach and which they liked to learn, and that was all that mattered. I dressed informally, often appearing in slacks, quite in contrast to my usual business suit. The boys addressed me simply as "teacher," and we were soon completely at ease with one another.

OUR FIRST EXPERIENCE

Baking biscuits was our first experience in the use of the oven. I'm sure I learned more than the boys the day we made them. I thought I had explained the recipe and the process of mixing the dough and cutting it to the complete understanding of every one. When the boys went to their work tables, I saw they didn't know what certain words meant, nor did they know how to cut the quantities in recipes. A flour sifter was a "flour screen" to them, a spatula was a "pancake flopper." One fourth of one half a teaspoon was a serious problem in mathematics. Figuring fractions on the blackboard meant nothing to them. Finally, I measured a teaspoon of baking powder and with a knife cut off a half and then a fourth of the powder. Applied arithmetic made sense. Measuring liquids also meant uncertainty. So I poured milk into a glass measuring cup and showed them what a third, a fourth, and a half a cup meant. Every boy, except one, had accurate measurements for that first lesson on biscuits. The boy who was an exception couldn't be bothered to measure with care. I let him proceed in his own fashion. He saw the error of his ways, when his biscuits were not as good as those of the other boys.

The experimental attitude was not lacking in my class despite my close supervision. The day we made cakes, the smell of burning cake was apparent soon after the cakes were in the oven. "Check your ovens, boys; 350° is the temperature." Everybody checked. Still the smell of burning cake was in the air. I made a rapid survey of every oven myself and stopped at the one which read 550°: "Armando, what's the idea?" I queried. "Teacher, I wanted to see what would happen," was his reply. He found out.

The next morning a boys reported that his mother said his cake was soggy when he brought it home. I couldn't figure how such could be true for the cakes were light when taken out of the oven. The next time we baked cakes, I learned the reason for the sogginess. He wrapped hot cake in a paper and put it in his locker until school was out. Little wonder the lightness was gone. I explained the effects of steam to him.

As the boys gained confidence, they tried recipes at home. It took courage to try unfamiliar recipes away from school. One mother sent word that her son's pancakes were good, but they were not "thin like tortillas." The boys told of showing how the table should be set, and of preparing food for the family. But the dishes were always left for sisters to wash. Several mothers came to the class and personally thanked me for interesting their boys in cooking.

Two neighboring teachers in home economics were my frequent advisers and helpers. They shared recipes with me, and we worked out our class procedures together. The friendliness of the teachers made the classes more friendly to each other. The boys never felt they were less masculine because their duties were similar to those of the girls. No critical comparisons were made if my vocabulary differed from that of my colleagues. Since my experience at preparing fish and fowls was more extensive than that of the other two teachers, they asked me to demonstrate before their classes. When I was stumped about something in my own class, I would say, "Wait a minute boys, while I ask my neighbors." The co-operation among us three teachers made our teaching more enjoyable, and certainly improved the outcomes.

DEVELOPING DESIRABLE ATTITUDES

Gradually the room began to improve in appearance. Loose towel racks were repaired, boxes for storing food were moved into supply cupboards. True, the boys did seem to spill a lot of flour on the floor, but there was no grumbling over sweeping frequently. When the floor had to be scrubbed, no one seemed to feel that the job was drudgery. A feeling grew that the women shouldn't have anything on us. It even became a game to see how well the room could be fixed up for the next class to use. Clean stoves, clean towels, and clean floors were all matters of pride. Evidently, the cleanliness made quite an impression. When the Superintendent of Schools of Mexico City came to visit the school, he came to my room. He talked to the boys in Spanish and asked them what they did. It amused both the visitor and teacher to hear someone say, "The first thing we do

is wash our hands." As the classroom became more spic and span, I noticed the boys growing more particular about their attire.

Numerous little incidents added to my enjoyment of teaching. The boys fixed surprises for the girls who used the room next period. They wrapped their cookies or cake in paper napkins and tucked them in the drawers with the utensils. When the period was finished, the girls in classes on the same floor came rushing from their room to mine, to see what the boys were taking away from that day's cooking. Naturally, the morale of the boys was high.

Such spontaneity of feeling did not seem to go with considerations of calories and vitamins. I knew the busy mothers of my boys wouldn't want someone in their kitchen who was fussing about such matters. I depended on the experts who had worked out the recipes to have taken care of the more scientific aspects of food preparation. But in planning a menu for a meal, we did take into account the seven basic foods. However, my emphasis in teaching such a class was on cooking as a hobby. My opinion is that such a point of view about the work added to the popularity of the course. Meanwhile, I was undergoing changes of attitude about values of teaching.

There was Tony who could not get to class on time. I reminded him that three tardinesses meant being dropped from the class role, but the reminder was no help. When I called the roll, and found Tony still present, I told him he was dropped. "Teacher, I don't care about the credit, I want to stay." I felt complimented that the chance to learn was more important to him than the credit. Proof of the importance of interest in the subject was being realistically demonstrated.

Then there was Peter who had no aptitude for cooking. Yet, because of the way the class carried him with them, he struggled on. Had he been teased by the other boys, he would have quit. As it was, the boys would inquire if he were up with them. If he was not, someone would say, "Pete hasn't got his done, can I help him?" The sense of being part of the group, though in a different way than the others, gave Peter his place in the sun, inept though he was.

Isadore shouldn't be overlooked either, as an interesting case study. He could never do anything on time. When I asked him if all his life he was going to lag behind, his reply was, "But I always get my job done." He didn't feel his tardy habits were too amiss in that he always finished his work. One wonders if the people who don't fit into the pattern may be more successful than we are willing to admit. Isadore got his cake baked and it was equally as good as the cakes of the other boys. Perhaps being head of

the class isn't the goal for which to strive. The one who finishes last will also become a contributor to society.

BIG EVENTS

Big events lay ahead and anticipation was keen. Every week each boy brought fifteen cents to put in a fund for the last day of class, when the boys were to be cooks and hosts for themselves. The menu was discussed many times. The Board of Education had heard of my class, and one of the members told me they would like to taste our cooking and see us in action. I told the boys of the board members seeking an invitation, and wondered if the class would like to show what they could do. The first question asked was where would the meal be served. "Right here by your work tables," I told them. So the boys delegated me to ask the board members to lunch. Busy days were ours thereafter. The selection of the menu, the setting of the table and the decision of who was to do what, kept us working at high speed. Our main dish was to be "haigenkabob." Each boy was to cook every dish on the menu and serve directly from his own stove. The morning we prepared the luncheon, everything was proceeding smoothly when Harold dropped his individual lemon pie. As there were no extra pies, Harold had to get busy and make another one. He met the emergency calmly and the president of the board was served the pie made at the last minute. To help the members of the board gain closer contact with the boys, I suggested that various boys tell the guests how different foods on the menu had been prepared. With surprising poise, they told their stories. When Harold told of the accident to his pie, the class also shared his pride in that fact that he had been able to meet the emergency and achieves his objective.

I myself was looking forward to the barbecue for the summer school faculty. Barbecuing is a special hobby of mine. New understandings were to result from that occasion. I had expected only a few boys to show up for the preparation and watching of the fire; instead, the whole class showed up. The boys, under my direction, dug a pit. It was four feet by three feet. Then they lined the pit with stones and built a fire on them. The fire was kept burning until around midnight for the stones to become white hot. As we sat around the fire, we discussed world affairs, and, of course, teachers. It was interesting to note the criteria the boys set judging the worth of a teacher. In their eyes what counted was: (1) whether the teacher cared for the pupils, (2) whether the teacher seemed to like the subject taught, and (3) whether instruction was done in such a manner that the members seemed to be especially appreciative of the small, personal attentions which

some teachers had shown them. Evidence of the teacher's caring for their success meant much.

The rocks were finally hot, and the coals were shovelled out of the pit. A fifty-pound lard can of beans which had been soaking all day was placed on the hot rocks. Another can of the same size was filled with beet and placed by the beans. The lids were fitted tightly on the cans and eighteen inches of dirt piled on top. The cans of foods were left buried with the hot stones for some fourteen hours and then the delicious beef and beans were taken out and served in all their mouth-watering goodness. It had been a great experience for everyone—for those who had helped prepare the food and those who did no more than to partake.

Finally the day came to which the boys had been looking forward with such eagerness—the class breakfast. As they set the tables, I realized something wasn't to their satisfaction. When I inquired, I learned that they wanted to be seated at one long table, as had been the arrangement for the Board of Education. So I let them push the small tables together to form one long table down the center of the kitchen. Not content with just one point of similarity, the boys had to use place mats for each place setting. Only then could attention be given to preparing the meal. Never before had such a breakfast been theirs to enjoy. Succulent center cuts of fried ham, pancakes, sugar sirup, hashed brown potatoes, eggs, hot biscuits dripping with butter, and jam, too. How they ate! Fernando remarked, "Teacher, this is what you might call a banquet!"

Now that I am back to the desk again, I have an added appreciation of the value of friendly relations between teachers and students. When I walk through the corridors and chance to meet a member of my summer class, the day seems brighter from the warmth of his greeting. The principals who taught in summer school, with whom I have talked, do not seem to have known the same sense of oneness with the group, which I was privileged to enjoy.

As I go about my job of administration, I am more aware of the great importance of the smooth functioning of the school in details which once seemed of small importance. I shall always remember how forcibly this realization was impressed on me. Once the dismissal bell rang twenty minutes early by mistake, and my boys had twenty-eight cakes in the ovens! You can imagine that catastrophe!

Above all else, my recent experience in working directly with the students has renewed my faith in the value of human beings in themselves.

Religious Education — A Layman's Analysis

WILLIAM A. WETZEL

THE conviction has become strong among the American people that religion should play a more vital part in the education of our youth. Many communities have devised programs of religious education on time released from attendance at the public schools. Of this kind of religious education there were two types. The program of New York City is an illustration of one type, in which the children are dismissed from school at certain hours, to go to the churches of their choice, to receive religious instruction.

In Champaign, Illinois, the public school authorities co-operated with a local religion council in a plan which involved the use of public school buildings and the time of public school employees in conducting a program of religious education by teachers chosen and paid by the religious council. This latter type of religious education has been declared unconstitutional by the Supreme Court of the United States, but under circumstances which still leave the general subject of religious education a mooted question.

A satisfactory permanent solution of the problem awaits a clearer understanding of the problem itself. An informed public opinion will find the solution to this problem, and to help to create such an opinion is the ambitious purpose of this article.

I. CONFUSION OF THOUGHT CONCERNING RELIGIOUS EDUCATION

The recent decision of the United States Supreme Court has led to much confusion of thought. This is due to two things: first to the application of the same term to widely different concepts and secondly to a confusion of what was the question before the Court.

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II. TWO CONCEPTS OF RELIGION

The term Religion has many meanings. For our purpose two concepts stand out clearly.

1. An ecclesiastical concept, an expression of a divine force as taught by a Church (*ecclesia*). It involves creeds, doctrines, and tenets. The test of the validity of any of these concepts is its orthodoxy; that is, its conformity to opinions expressed in statements issued by the highest church authority. This is ecclesiastical religion.

2. An individual concept. This refers to a divine force in the life of the individual as a guiding rule of action.

These two concepts differ in the angle from which the generic concept of religion is viewed. The first concept has to do primarily with ecclesiastical beliefs, the second with individual human conduct. We have the second concept in mind when we speak of a "religious" man. This concept has so much in common with morals that the two terms are almost synonymous. The difference between the two is shown in the statement: "a man may be moral without being religious but he can not be religious without being moral." This latter concept of religion has no concern with orthodoxy. The substance of this individual concept of religion is found in statements like the following:

- (1) Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy mind . . . and thy neighbor as thyself (Matthew 22 : 37-39).
- (2) What doth the Lord require of thee but to do justly, to love mercy, and to walk humbly with thy God (Micah 6 : 18).
- (3) True religion before God and the Father is this: to visit the fatherless and widows in their affliction and to keep himself unspotted from the world (James 1 : 27). The authority for observing this kind of individual religion is not an ecclesiastical edict but the simple "Thus saith the Lord." This is religion on the human level.

III. THE UNITED STATES CONSTITUTION AND RELIGION

With which of these two concepts of religion is the Constitution of the United States concerned? The specific statements in the Constitution are found in the First and Fourteenth Amendments.

The First Amendment says that Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof. The

Fourteenth Amendment has no historic connection with the First Amendment. It grew out of the Civil War and was passed to guarantee the civil rights of the Negro. Only by implication are the religious prohibitions to the Federal government in the First Amendment carried over to the states in the Fourteenth Amendment. The word Religion does not occur in the Fourteenth Amendment.

IV. WHAT DOES THE CONSTITUTION PROHIBIT?

The meaning lies in the language of the First Amendment, "An establishment of religion" and "prohibiting the free exercise thereof." Fitted into the historic setting without any superfluous or irrelevant verbage this simply means that the state has gone out of the business of ecclesiastical religion, the business of supporting any church, as in Virginia the Episcopal Church, that it will in no way, financially or educationally, promote ecclesiastical education, and that every individual is on his own in establishing any church relations. The only reasonable meaning of "freedom of religion" whether it applies to the church or the state or the individual is freedom of ecclesiastical religion. That is the kernel of religious freedom in the United States Constitution.

V. MEANING OF SEPARATION OF CHURCH AND STATE

The common current phrase "the Established Church of England" makes clear what our English forefathers meant by the term *Separation of Church and State*. The only kind of religious education that lies on the Church's side of Thomas Jefferson's wall between Church and State is the education that has to do with the individual's relation to his church, with doctrines, tenets, and creeds; that is, ecclesiastical education or sectarian education. This Amendment in no way allots all of religious education to the church exclusively, reserving only so called secular education to the State. The evidence to support this viewpoint is abundant and conclusive. A few illustrations are cited.

(1) In the debates on religious freedom in Virginia, the clause against "an establishment of religion" by law (ecclesiastical religion) was in the language of Thomas Jefferson, intended to erect "a wall of separation between Church and State," (not between religion and State). This is something quite different from Mr. Justice Black's wall between the State and religion. No such wall exists.

(2) When the First Amendment was pending in Congress, James Madison said that he apprehended the meaning of the two provisions in the Amendment to be that Congress should not (1) establish a religion

and enforce the legal observance of it by law and (2) compel men to worship God in any manner contrary their conscience (Annals of Congress). In the common thought of that time, this means only one thing, freeing the State from entanglement in church affairs; that is, freeing the State from an "established" Church.

(3) This division between Church and State, or from the educational point of view between ecclesiastical education and civic religious education, is fortified by action either by statute or by constitutional provision in many states, of which the state of New York is typical, where tax funds were barred to "church schools" and later to any schools in which sectarian doctrines were taught.

(4) Every state admitted into the union since 1876 was compelled by Congress to write into its constitution a requirement that it maintain a school system free from sectarian control.

(5) The language used by members of the Supreme Court in their late decision confirms the point of view here expressed. Note the language: sects, established church, establishment of religion, dissemination of religious doctrine, sectarian groups, inoculation in the religious tenets of some faiths, participation in the affairs of any religious organization.

(6) Finally, as we shall see later, this is the only interpretation of the meaning of the Amendment that can be administered in the public schools.

In this cumulative evidence lie the bricks from which Thomas Jefferson's wall of separation between Church and State is constructed.

VI. FEAR OF RETURN OF HISTORIC DISSENSIONS

The vivid picture in the minds of men of the bitter medieval religious disputes seems to have blurred their vision of the limited area covered by the prohibitions of the two Amendments. Fear of repetition of these disputes has prompted remedies almost as extreme as the plan of the farmer to burn down his barn to get rid of the rats. It is a far cry from the simple proposal of James Madison to administer these Amendments to the extreme recommendations of Mr. Justice Frankfurter. Madison says that the state must desist from establishing a religion and enforcing it by law and must not compel men to worship God in any manner contrary to their conscience. Listen to Mr. Justice Frankfurter's proposal: "The preservation of the community from divisive conflicts, of the government from irreconcilable pressures by religious groups, of religion from censorship and coercion . . . requires strict confinement of the state to in-

struction other than religious, leaving to the individual's church and home indoctrination in the faith of his choice."

Two observations on this remarkable dictum of the Justice occur to the writer. In the first place the expression "instruction other than religious" is not capable of reasonable definition in this situation. In the second place, according to this opinion the State may not do one thing; that is, set up a program of civic religious education in order that the home and the church may do another thing; that is, indoctrinate the youth in the faith of his choice. But since these two trains of thought run on different tracks in the same general direction there cannot possibly be a collision.

Just as dramatic and just as untrue is the language of the Court in the *Everson* case and quoted in the *Champaign* case. "We have staked the very existence of our country on the faith that complete separation between the state and religion is best for the state and best for religion." We have already seen that the constitutional line of division is not between the State and religion but between the State and ecclesiastical religion.

A more dramatic but equally erroneous statement was made by Jeremiah S. Black, a member of President Buchanan's cabinet, "A State without religion and a Church without politics." Of course, that was before Russia gave the world a perfect example of a State without religion.

Actual practice in the United States disproves the Court's theory of the absolute separation of the State from religion. Two illustrations come to mind.

(1) The prohibition by the Congress of the Mormon practice of polygamy which was certainly a vital feature of the Mormon religion.

(2) Insistence by the state of proper medical aid against the religious beliefs of certain sects in the adequacy of faith to cure all diseases.

VII. IS RELIGION TABOO TO THE AMERICAN STATE?

But is our State a State without religion? Our entire American existence denies this thesis. Note the following illustrations. Many more could be added.

(1) "In the name of God-Amen." (The opening words in the Mayflower Compact, the first political agreement of a free people in America.)

(2) "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." (Farewell address to the American People by George Washington.)

- (3) "That this nation shall, under God, have a new birth of freedom." (Abraham Lincoln, Gettysburg Address.)
- (4) "Our Fathers' God, to Thee
Author of liberty,
To Thee we sing." (*America*)
- (5) "God bless America,
My home, sweet home." (Song of World War II)
- (6) The universal oath of office.
- (7) Swearing witnesses in court trials.
- (8) Chaplains in Congress, in the military and Naval Academies,
and in armed forces.
- (9) The annual Thanksgiving Proclamation.
- (10) The inscription, "In God We Trust," on our American coin.
- (11) An announcement released by the War Department that religion shall be included in the training program of the draftees.

VIII. EDUCATIONAL SIGNIFICANCE OF THE CONSTITUTIONAL PROHIBITIONS

It may not be out of order here to discuss a bit of educational theory and educational practices. Education, like religion, is an all-pervading concept, as broad as life itself. Educational procedures and the products of education cannot be confined except in one's mind, in compartments like religious education, nonreligious education, secular education, civic education, temporal education, spiritual education. We can not say, now we will impart nonreligious education and now, as for example, on Friday between 2 and 3 P.M., we will impart religious education (to those who want it).

The American state is a popular, human welfare agency. One of its most important functions is to provide a proper civic education; that is, education for efficient citizenship in a free democratic society in this world and in the present time. It does not assume the responsibility of the church to prepare for a future life. Naturally, the emphasis of this civic education will change with changing public needs.

This civic education can not be classified as being either religious, non-religious, or secular. To fulfill its obligations and to guarantee the permanence of American free institutions the state has a clear field with the single restriction that it must not engage in sectarian or ecclesiastical education, which deals with church doctrines.

This division of educational functions in no way lowers the high plane of the religious teaching of the Church. Nor is it in any way restrictive on the Church. It leaves the Church free to formulate and to implement its own educational program, and by the same token to support it independently of the State. Neither does this division of educational functions between the Church and the State involve either hostility or conflict but only harmony between these two historic institutions. Their programs are not mutually exclusive, but broadly complementary.

IX. THE SUPREME COURT DECISION TOO BROAD

The case before the Supreme Court involved the right of the State to co-operate with the church in a program of religious education. The Court by a vote of eight to one decided that this was prohibited by the Constitution, but the conclusion that all religious education in the public schools is forbidden by the Constitution seems to the writer to be perfect *non-sequitur* unwarranted by both the clear meaning of the Constitution and the circumstances of the case before the Court.

This implication in the decision has created a serious *impasse* in the progress of public education at a time of great national crisis. As is so ably shown in the dissenting opinion of Mr. Justice Jackson, music without sacred music, architecture minus the cathedral, painting without the scriptural themes would be eccentric and incomplete. Biology raises the issue between evolution and creation. A course in English literature that omitted the Bible would be pretty barren. In brief, concludes Mr. Justice Jackson, to accept this restriction on public education would leave public education in shreds.

X. THIS DECISION A HEAVY HANDICAP TO DEMOCRACY

This decision of the Supreme Court with its restrictive implications came at a most unfortunate time. Never before in our history have our free institutions been put to so severe a strain. Never before have the demands on our public education been so great. Never before has the political maxim, "Each for all and all for each," been so true. Our relations with one another, our mutual interests and responsibilities have become so intimate that the word "neighbor" reaches out not only to the boundaries of our own country but to the uttermost parts of the world.

Our political philosophy meets the situation but it must be supported by more vigorous civic education which can not be called "secular". The stability of our society is dependent more upon the civic, religious ideals

of the Founders than upon the statutes of modern law-makers. Our failure to live up to these ideals has brought us into disrepute with the rest of the world.

XI. FREEDOM, A RELIGIOUS CONCEPT

The cornerstone of American democracy is freedom, the freedom of all on the basis of equality. For the American, freedom is a religious concept. We trace it directly to God. Note the language of the Declaration of Independence, our first national political document: "We hold these truths to be self-evident: That all men are *created* equal (*italics author*); that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

The inculcation of these ideals is not secular education but civic religious education. To separate the State from implementing these religious ideals in these times of stress and strain would be to invite political suicide.

XII. OUR SURE CURE FOR DOMESTIC ILLS

Our one sure defense against our worst domestic ills—racial and religious bias, intolerance and bigotry—our one sure foundation of justice, our one true source of righteousness is the universal acceptance by our citizens of the religious ideals of the divine origin of man and the consequent sacredness of human life. What you wish to put into the nation, you must first put into the nation's schools. The indoctrination of all our youth in these ideals constitutes the very essence of civic religious education and demands the unifying agency of the public school and not the divisive agencies of the churches on a program sandwiched in on released time. It is not a question of the distribution of time, but of the proper distribution of educational functions.

XIII. OUR BEST DEFENSE AGAINST COMMUNISM

Finally, the preservation of what we call the American way of life depends desperately on our giving all of our youth a dynamic common civic religious education in accordance with the ideals of our forefathers. The war is not over. The real war, a war of conflicting ideologies, seems to have just begun and Russia declares this to be a war to the death. The stake is civilization itself as we understand the term. Unless Russia changes her attitude it will not be a war of years but of decades unless the atomic bomb takes over.

If Russia wins, we shall have neither a free State nor a free Church. The time has come for all of us, church members and nonchurch mem-

bers, Jews and Gentiles, Protestants and Catholics, to forget our minor differences, to inculcate those virtues of love, justice, and righteousness which are embodied in the great central religious truths common to all faiths and to present a solid front to our common enemy, communism. We are fighting "not a mere 'political conviction' but a Fifth Column activity of an entirely immoral, dangerous, and unscrupulous type" (Gouzenko, *The Iron Curtain*). With the ingenuity of Satan, the Communist is planning and waging his campaign. His well-trained cohorts have already arrived in our country.

For him, there is no God except the State, no ideal except force, and man is a creature of the State. He omits no detail in his crafty method of warfare. The Korean national anthem contained the line "May the Almighty protect us." The Communists changed this to read "May the people protect us."

XIV. THE WAR OF IDEOLOGIES WON IN THE CLASSROOM

This war of ideologies will be won in the classroom. It would be well if all of us understood something of the thorough educational methods of the Soviets. All their youth are taught to worship the power of the State, to idolize and implicitly obey their rulers, and to *hate their enemies*. We must just as zealously teach our youth the principles of our democracy, the divine origin and equality of man and the consequent sacredness of the life of the individual, the meaning of "we the people" in our public affairs.

From these teachings we must develop the ideals of a common brotherhood, a common Fatherhood, an individual responsibility and a social solidarity based on a common guide in life, the Golden Rule, without all of which our democracy becomes only a term of reproach, mockery, and hypocrisy.

All this we must do in the fervent spirit of the four chaplains of different religious faiths who, arm-in-arm, went down with the *U.S.S. Dorchester* in the last war. For all this there is the most urgent public necessity and ample constitutional authority.

Notify your Association promptly of any change in your address.

Be certain to give both your OLD and NEW addresses.

A Basic High-School Testing Program

WALTER F. FROCK

IN a general statement on the value of tests and testing programs, Jacobson and Reavis, in their new books, *Duties of School Principals*, point out that:

Testing has passed out of the realm of the mysterious in which it was once placed by conservative educators. It has made lasting contributions to education at all levels and is recognized in many schools as an integral and indispensable part of the educational process.¹

It takes time, work, and study to develop a good testing program. Teachers and administrators must be informed and prepared as to its merits, advantages, uses, and limitations. Many teachers and administrators should take more work or special courses in measurements, or attend workshops, where professional experts come to teach and assist with problems of organization and administration. First of all, tests and a program must be sold.

It takes co-operation to develop a good testing program. Certainly the program cannot suddenly be forced upon the high school "because we ought to do some testing here." Teachers, parents, and students must be made aware of the value of tests and must realize that they are helpful modern instruments for bringing about student adjustments in school and in later life. There should be continual co-operation among teachers in the use of tests and their results and in their interpretation.

To the teacher, test results will be of aid in individualizing her instruction. She will know that one student is not working up to capacity and needs more challenging work, and that another pupil cannot do quite so much and needs special help. She will get a clear indication of the relative quality of her instruction when achievement tests are given. Whether a teacher attempts to

¹ Jacobson, Paul B., and Reavis, William C., *Duties of School Principals*, New York: Prentice-Hall, 1946, p. 595.

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give guidance services or whether there is a special counselor or director of this, a knowledge of student aptitudes, interests, and personality characteristics will help every teacher to know her students better and to understand their strengths and weaknesses, and their aims. We are teaching the whole child; we will need to know the whole child.

To the administrator, the testing program will provide an objective evaluation of his school. Are the classes at a reasonable standard of academic achievement? Is the curriculum doing the thing it is supposed to do, or are there areas which need more attention? Is there a need for more emphasis on social development or is it scholastic achievement that needs attention? Even the morale of the school can be judged from tests.

The Educational Policies Commission in its recent report *The Purpose of Education in American Democracy* states:

The center of emphasis in education is being shifted from the program of studies to the individual learner. There is a closer concern with the major strategy of the classroom as opposed to the minor tactics of subject-matter arrangement. We are beginning to study each child as a unitary, unique individual and to offer guidance, in an intelligent and sympathetic way, to each one in accordance with his need.²

It takes a professional attitude to develop a good testing program. Unprofessional handling of the program will prevent the realization of full benefits from one of the most encouraging aids yet devised by which our school can really educate for successful living. A committee of distinguished educators, headed by President Conant of Harvard University, reports further that testing as an educational aid is in its infancy. Tests of one's knowledge, however accurate, throw no light on one's sense of values.

WHAT TO LOOK FOR IN TESTS

There are several questions about tests which the teacher, principal, or superintendent will want to take into account in selecting the best possible instruments for the school. (1) Was the test well standardized; that is, are the norms based on sufficient number of cases and on cases sufficiently representative? (2) Is the test reliable; this is, can you count on it and its parts to measure accurately and consistently? (3) Does the test have high validity; that is, does it really measure what it is supposed to be measuring? (4) Is the test easy to score, not too long to administer conveniently, and not too expensive in price? Relative to the cost of providing a basic testing program, an authority states:

² Educational Policies Commission, National Education Association. *The Purpose of Education in American Democracy*. Washington, D. C.: The Commission 1945.

A fifteen cent per pupil test budget provides a satisfactory basic program. When the per pupil cost of the educational program (\$80 to \$200 per pupil) is considered, the cost of obtaining these essential basic data for one's appraisal, educational diagnosis, and pupil guidance is really insignificant.³

THE PURPOSE OF THE TESTING PROGRAM

Today the emphasis in education is being shifted from the curriculum to the student. This is more and more becoming the trend of good teaching. If teachers are to work more with young people individually, they need to know the strong and weak points of their students. In the past, teachers depended on most unreliable methods for judging certain traits; height of forehead was thought to be indicative of intelligence; long, tapering fingers showed an aptitude for painting, typing, or music; steady gaze proclaimed an honest, well-adjusted personality. Today, however, use of standardized tests helps us make far more accurate judgments of abilities and aptitudes than those guesswork methods of the past.

We are going to make judgments of a student whether we use tests or not; of his resourcefulness, his stick-to-it-iveness, his proficiency in a subject, and his general mental ability. Observation is still a good method for making judgments in some areas, but, in those aspects or behavior which can now be measured by tests, is the teachers not much more wise to get all the help she can from objective instruments rather than to depend upon personal evaluation?

When we give a test, we simply provide a standardized observational situation for a given sample of behavior. The real purpose of testing is not to classify a student as passing or failing, but rather to point out areas needing special attention or additional emphasis. The standardized test enables the teacher to compare the individual's level of performance with that of others of the same age or grade. It is merely shown that he can do a certain thing better than a large proportion—or a small proportion—of people like himself. Thus, when we say he is in the 90th percentile, we mean that his performance was better than 90 per cent of other students at his level. A testing authority says: "The ultimate objective of the program is the final improvement of instruction and the guidance of individual pupils."⁴ Another use listed by Jacobson and Reavis;⁵ "Tests and their results offer a concrete basis for the consideration of curriculum construction, revision, and supervision. Testing is also a

³ California Test Bureau. *Educational Bulletin No. 6*. Los Angeles: The Bureau. 1944.

⁴ California Test Bureau. *Educational Bulletin No. 3*. Los Angeles: The Bureau. 1944.

⁵ Jacobson, Paul B., and Reavis, William C., *op. cit.* p. 634.

part of supervision, though admittedly not the most important part." It can be summed up by saying, the real purpose of a testing program is to help the schools provide better education.

KINDS OF TESTS

Three ways in which tests are frequently classified are: (1) type of equipment needed, (2) time-limit of work-limit conditions of administration, and (3) type of behavior being measured. In terms of equipment needed there are two broad kinds of tests: paper-and-pencil tests, useful for group administration; and tests requiring individual administration. Time-limit tests are tests in which the student does as much work as he can in a certain length of time; while in work-limit tests, the student is to work until he has finished or can go no farther. Types of behavior being measured include: general scholastic ability (intelligence), subject-matter achievement, special aptitudes, vocational interests, and personality. There are also diagnostic and other specialized types of tests.

Tests of General Scholastic Ability

Tests of intelligence (in practice, really the ability to do school work) in the last decade have found their way into most schools. There are scores of different scholastic ability tests on the market. Results are given in terms of either the I. Q. (100 times the mental age, as shown by the test, divided by the student's actual chronological age), or the percentile rank (the student's position in relation to 100 per cent of the population of his level). Mental ages and grade equivalents are sometimes given.

The best known mental ability test is probably the *Revised Stanford-Binet*. Its results are given in terms of the I. Q.; its only drawback for large groups is that it must be administered individually. Among paper-and-pencil tests are the American Council on Education's *Psychological Examination for High-School Students*, the *Otis Self-Administering Tests of Mental Ability*, and *Thurstone's Chicago Tests of Primary Mental Abilities*. The latter is noteworthy in that it gives scores in six different kinds of mental ability—number ability, ability to see verbal meaning, ability to see spatial relations, ability to use words, ability to reason, and memory.

Tests of Subject-Matter Achievement

Like final examinations of the objective type familiar to all of us, achievement tests measure students' strengths in the various areas of school work. By giving batteries of achievement tests, administrators and teachers can see how well their students are doing in various areas of the curriculum as compared with those in other schools throughout the country. Well known

achievement tests are: *Iowa Every-Pupil Tests of Basic Skills*; *Metropolitan Achievement Tests*; *Stanford Achievement Tests*; and the *Co-operative Achievement Tests*.

Tests for Special Aptitudes

While tests builders are beginning to construct instruments to measure aptitude for work in art, music, science, social service, and so on, the average school will probably find it more practicable at first to measure only clerical and mechanical ability or aptitudes. Measures in these areas will help indicate which course of study is best for a student to follow in high school. But what are aptitudes? John R. Yale, in his recent book, states:

Aptitudes may be narrowly defined as potentialities which can be developed into special skills useful in later job adjustments. While high scores on achievement tests usually can be rightly said to indicate high aptitude in those tests, or areas the tests cover; it is often advisable to get measures of the aptitude directly.⁷

A good general clerical aptitude test is *The Minnesota Vocational Test for Clerical Workers*; the National Office Managers Association's *Stenographic Aptitude Test* gives reliable prediction of a student's aptitude for learning shorthand in a high-school shorthand class. As mechanical aptitude tests, the *Bennett Mechanical Comprehension Test* and the *Stenquist Mechanical Aptitude Test* are probably most widely known.

Tests for Vocational Interests

Interest tests, of which the *Kuder Preference Record* and the *Strong Vocational Interest Blank* are popular examples, try to point out the field or fields of work toward which the student has the greatest "natural" tendency or inclination. While at early ages interests of students change frequently, it seems that interests tend to be fairly well-established by the age of sixteen. Interest tests do little to help the student to pick a specific occupation; their purpose rather is to help him establish the general field of work toward which he is most inclined, and, thus, the course of study best for him to follow through his high-school program.

Personality Tests

While great confusion exists in the area of personality and its measurement and results of personality tests must be used tentatively at best, personality tests, if answered frankly and truthfully by the student, are still more reliable than personal judgement. Two reasons for giving personality tests are: we must identify the seriously maladjusted pupil as early as possible, and

⁷ Yale, John R. *Tests and Their Place in High School*. Chicago: Science Research Association, 1944. p. 181.

we must make some attempt to determine the appropriateness of the student's personality for the broad job or occupational field into which he may plan to go. Personality tests are Bell's *Adjustment Inventory*; *The Personal Audit* by Adams and Lepley; and *The Personality Inventory* by Bernreuter.

CONCLUSION AND SUMMARY

Although testing has not been used extensively for supervisory purposes, tests are used widely. This article lists some of the uses, some of the purposes and objectives of the basic high-school testing program. Some of the better tests in the different areas of testing have been recorded. These could become the basic of initial step in a testing program. The following statement appearing in Jacobson and Reavis's book and credited to the American Educational Research Association sums it up very well:

Testing procedures are now a matter of course in the attack on educational problems everywhere. Twenty years ago, tests were novelties—technics of investigation consisted largely of the compilation of opinions. Today the use of educational tests has become almost as commonplace as that of textbooks. In the more progressive schools, teachers utilize various forms of educational tests regularly and continuously.*

No high-school testing program, such as outlined, can spring forth fully developed. Instead, the school will find it most advisable to go ahead with one part of the program at a time. As tests are understood, their value appreciated, and their results put to use, the school can begin still another phase or step in the program of testing.

* Paul B. Jacobson and William C. Reavis. *Op cit.* p. 597.

NEWS ITEM

ASCD STUDIES STEPS FOR BUILDING PUBLIC CONFIDENCE.—*Building Public Confidence in the Schools* is the name of a new 60-page publication issued by the Association for Supervision and Curriculum Development. Seven "keys to public confidence" are outlined: (1) vigorous, competent educational leadership in the schools; (2) lay participation in the formulation of educational aims and in the operation of the school program; (3) genuine concern for the welfare of each pupil; (4) development of the school as a community center; (5) co-operation with community organizations; (6) effective use of community resources in educational programs; and (7) development of educational programs that are concerned with teaching more than the three R's. Copies are available at \$1 from the association's offices, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Learning Procedures in Consumer Education

GEORGE EDWARD DAMON

THERE is little difference in the methods by which students learn to be good consumers and the methods by which they learn anything else. Teaching and learning methods are discussed here as being synonymous. If you are a successful teacher in one field of study, you are quite likely to be a successful teacher when handling consumer education materials and problems.

There are some differences, of course, and these may be described as "unusual opportunities for teachers." Consumer education offers a wealth of teaching aids, opportunities for stimulating student interest, and the chance to use an unusual number of real-life situations.

WHO SHOULD TEACH CONSUMER EDUCATION?

The history of consumer education shows that teachers of social studies, business education, and home economics, represent the majority of the group which first realized the inherent value of consumer education. An increasing number are coming from the fields of science, mathematics, English, industrial arts, and agriculture. Elementary school teachers are becoming well aware of the opportunities offered by consumer information in every grade. All of these groups have a background of education and teaching skills which contribute greatly to the teaching of consumer education facts and behaviors.

An initial interest is necessary. If you, as a teacher, cannot see that

Mr. Damon is Assistant Professor of Business Education, Colorado State College of Education, Greeley, Colorado. He had a year's leave of absence during which time he was associated with the Consumer Education Study of the National Association of Secondary-School Principals, Washington, D.C. While this article is directed to teachers, it is included in this publication because high-school principals may find it valuable and wish to pass it on to the teachers on their staff for reading and use.

consumer education will be of great value to your students, then you should employ consumer teaching materials to the fullest extent consistent with your objectives. You may discover, as many have, not only that your students are learning your subject in a more enthusiastic manner, but that you are teaching a group of valuable facts and behaviors *in addition* to those you had normally planned to teach.

Your educational background and personal characteristics as a teacher deserve important consideration. A working, basic knowledge of many subjects, rather than intensive training in a highly limited field, is much to be desired. An enthusiastic approach draws like enthusiasm from students; not too difficult since consumer education combines a realistic knowledge of many things familiar to students, and not normally confined within textbooks. Use your background and abilities to their utmost, and remember that the best teaching is often unorthodox.

HOW HAS CONSUMER EDUCATION BEEN TAUGHT?

Any subject which can be traced to its beginnings *as a subject* has a history of the efforts to teach it. With no background of centuries, consumer education has within the space of relatively few years passed through four easily definable phases.

1. *Get Out The Axe.* The first organized attempts were the efforts of individuals to arouse consumers against the obvious faults of sellers. Though practiced by a minority of merchants, these faults were many and their sensational exposé in the classroom did much to awaken student and parent interest in consumer education. This first phase stressed the individual ignorance and comparative helplessness of the consumer when trying to get his money's worth. It was almost entirely negative in its approach and confined itself largely to exposures and attacks on unethical business practice.

Granted that much of this information was accurate, the highly adverse approach tended to discredit *all business*. Only those things deemed unethical and fraudulent were described, and the entire picture resulted in skepticism and distrust. The reaction was equally violent. Local businessmen protested loudly against the information that was dispensed in classrooms crammed with their present and future customers. Bitter, personal attacks were directed against teachers and school administrations, and intimidation was sometimes successfully used to quiet those who criticized business in classrooms. The first phase of consumer education, though justified by the sins of a minority of merchants, was unfair to the major-

ity and consequently weakened popular support by prominent citizens for progressive education. Moreover, it was a narrow and wholly inadequate conception of what consumer education should be. It is seldom found in high schools today.

2. *Let's Make It Ourselves.* Many teachers soon realized that a purely negative approach to consumer education was inadequate. They still believed that consumers needed more information than they were getting, and they experimented with another approach. If many things were overpriced and oversold, why couldn't consumers learn to make consumer goods themselves? The number of teachers of consumer education was growing rapidly, and many of them presented to their classes formulas for toothpowder, cold creams, and castile soap, which could be manufactured in the classroom at little cost. While some products were successfully produced, the major result of their approach was a new and high regard for the skill of the professional manufacturer. There is little evidence that consumers so taught continue to manufacture for their own use any of the mentioned commodities.

3. *The High-School Testing Laboratory.* Almost as old as the make-it-yourself phase was the testing approach. It was discovered that many products could be examined intelligently in the classroom, especially with facilities of the science department. This phase brought the interest of science teachers, and many of them discovered that consumer chemistry, for example, not only produced students who could pass standardized tests with ease, but also students who were enthusiastic about science to a degree totally unexpected. The added factors of the learning of many consumer facts of personal value convinced the teacher that the consumer approach was his best method of teaching chemistry.

Physics instructors are consequently using real merchandise in their classes to aid in the teaching of basic laws and principles in physics. In the process of discussing heat and cold, color, adhesion, and inertia, they are teaching valuable facts about the antifreezes, clothing, refrigerators, and electrical products used for the teaching of physics principles.

This testing approach is valid and useful in industrial arts, where a knowledge of construction is easily transferable to a desire to examine more knowingly the products one purchases and uses in the future. The construction of objects in wood, plastic, and metal is an ideal foundation upon which to teach not only appreciation of design, functional use, and color, but commercial quality and performance as well.

A study of the uses of protective coverings should not be confined to varnish, shellac, and an end table. Can an industrial arts class have a furniture-judging team, with the co-operation of a downtown store? Judging values is common practice in agriculture classes, where the buying of livestock and seed is considered important.

Any classroom can be a laboratory, without minimizing the importance of the course as originally planned. Look at it this way: Consumers spend much of their time testing goods and materials anyway. All of our lives we weigh, stretch, match colors, and otherwise compare goods before we buy them. We are a walking laboratory within the limits of our ability to examine intelligently. This natural desire to know before we spend can most effectively be guided and aided in the classroom. English, mathematics, art, and business can all contribute endlessly to the solving of the daily-met problems of consumers.

4. *Co-operation.* The present emphasis in consumer teaching is perhaps the most valid one. The theory, that buyer and seller cannot mutually profit unless each understands the problems of the other, is increasingly accepted by educators and businessmen alike.

The producer and seller know now that intelligent education of the consumer will result in more satisfied customers, a higher degree of understanding of business, and an avoidance of that small number who persist in trickery and fraud. The consumer is meeting this trend toward the middle by learning the positive services of the seller, and increasing his understanding of the problems involved in satisfying his wants and desires. This phase includes also the beginnings of a much broader concept of consumer education; beginning with emphasis on decisions as to what one wants out of life and its enrichment by wise spending and intelligent use rather than penurious penny-pinching.

In considering the relative merits of the first phase of consumer education (1. *Get Out The Axe*), it will be helpful to draw upon the parallel efforts of ethical business to eliminate present unethical competition. This is still an important phase of consumer education. In considering the second phase (2. *Let's Make It Ourselves*), attempt to manufacture consumer goods only if that activity contributes to an appreciation of commodities and of the skills that go into their production, as well as to the objectives of the course being taught, not because it might be temporarily an interesting thing to do. The third phase (3. *The High School Testing Laboratory*), offers a valuable activity in many types of

instruction. Use testing of specific products to gain knowledge of their values; do not examine them merely to find the faults.

The fourth phase (4. *Co-operation*) is a framework upon which may be hung valuable contributions to many academic subjects. It is adequate for the teaching of consumer classes as an entity in themselves, and is the most intelligent approach to obtaining desirable community relations and help.

TESTED TEACHING PRINCIPLES

There is no one way to teach. Books written on methodology are legion. They include both general and specific approaches to teaching—ways which have been found to do an effective job. But there is only one way to study any manual of teaching methods. Digest the information as thoroughly as you wish, and then adapt what you have read to fit *you*. The problem of fitting personality into teaching methods demands a recognition of the fact that no one method is best for everyone.

The following suggestions are good ones. They have worked successfully with many teachers and can work for you if you will use them within the framework of your own personality. The instructor who says, "Teach as I do," is giving his potential teachers an invitation to trouble, if he means his advice to be taken literally.

Adapt the textbook to your students, and to you. No book can be written to fit precisely the needs of students and teachers with widely varying incomes, problems, and abilities. Do not follow the sequence of the text if it does not fit your teaching situation. The author, even one who may know his subject thoroughly, cannot foresee the varied situations in which his material may be used, and he writes with an "average" situation in mind.

Use familiar situations to teach unfamiliar situations. The meaning of this statement is paralleled by that of the often-used business admonition, "Talk the customers' language."

Use the second person as much as possible. Your students are interested primarily in themselves and their problems, not in the problems experienced by any mythical individual or group. As a teacher you should cater to this natural wish to be personally considered. A salesman must convince his customers that their wishes and needs are predominant; the teacher must do the same to her pupils to achieve parallel results.

You ARE a salesman. Almost perfect parallels are found between ethical selling and ethical teaching, and the basic principles of good salesmanship should govern both.

The following list was not written for teachers. It summarizes five basic fundamentals which must be considered by all salesmen who wish to be successful. By rephrasing these statements to fit a teacher-pupil atmosphere, you will have a guide which contains the essence of good teaching.

GOOD SALESMANSHIP

1. The salesman should know his product thoroughly.
2. He should present a normal, neat appearance to his customers.
3. He must have the ability to make the customer want to buy what he has to sell.
4. He must have, and be able to communicate, enthusiasm about his product or his services in an ethical manner.
5. He must know thoroughly the best selling points of his product, so that he may intelligently answer his customers' questions or their objections.

Customers and teachers are alike in that they must be sold as well as told.

Good teaching is double-barreled. Great teachers are rare, and inevitably they teach many things while talking about their specialty. Good English, good manners, intelligent curiosity, an awareness of the rights of others—these and many more should accompany all teaching. The science teacher who helps his students to spell correctly is not trespassing upon the rights of the English teacher.

Demonstrations are better than words. To appeal to only one of the senses is poor teaching if other senses can be appealed to at the same time. To see a product work, to watch a process in reality, is far more effective than mere oral description. The evidence of a good teacher is often the multiplicity of approaches that he uses to present an idea.

A picture is still worth ten thousand words. The number of words may be disputed, but the use of pictures is a most valuable aid to teaching. Many books contain references to a wide variety of filmstrips, motion pictures, and display material that are of aid to consumer teachers. The use of a camera in your community will be found unusually effective in picturing advertisements, show windows, and manufacturing processes which cannot be brought into the classroom.

Field trips are excellent if well planned. The field trip can be a most stimulating experience in your classes; it can be an excuse to get away from study and the classroom. Your students must know not only where they are going, but also what they are going to see, and just why they

are seeing it. A classroom follow-up is essential to emphasize whatever values there have been in the trip itself. Field trips may also be an excellent medium for building favorable community relationships.

If you can get it in the door, teach with it. Better than pictures, more effective than words, is the actual article itself. The handling of a product, while it is being discussed, is the most effective method of learning the things that should be known about that product. Bicycles, insurance policies, textiles, downtown businessmen with merchandise to demonstrate expertly—all these and many more are suitable subjects for examination. Student interest is immediate, and the interest carries over into other and subsequent classroom activities.

Plan objectives in terms of behaviors. Teach in terms of what you would have your students do, instead of merely what you would have them know. You may tell them how to buy a pen, and they may answer questions on pen purchasing to your satisfaction. But if they cannot or do not buy pens intelligently, you have taught them exactly nothing. This involves more planning of student activity than is normally thought necessary, but the behavior results justify the effort.

Teach with new materials, and keep your consumer information sources up to date by frequent contact with the many sources of supply. Begin and maintain a constantly growing collection of material for use in your classes. Accept any point of view you can find; the more varied, the more valuable they are to you. It is better to have all sides of a controversial question than to have only one side, or to have only someone's version of a compromise.

Use your community as a laboratory. As a consumer teacher, you must either believe that you know "all the answers," or you must know where to go to get those answers. It is safe to say that most of the right answers can be found in your own community. You are dealing with *realia*—insurance, soap, taxes, frauds, banks—and there are members of your community who make their living by knowing the answers to your questions and your problems. It is safe to say that the reputation of your classes is enhanced in direct proportion to the number of "outsiders" you use to help you teach those classes. Business has money, materials, and expert advice. It is using them in increasing quantities to help educators do a better job.

Just enough is not enough. Mediocrity in teaching is, sadly enough, only too common. Do not allow it to satisfy you. If there were a school

in every business block in your town, and students could choose which they wished to attend and pay tuition to, would you do a better job in order to make a living? Competition does improve competitors, and the only substitute in public education is the professional desire to improve constantly your own value to society as a teacher.

Whatever you are doing, change it. This does not imply that what you are doing is bad. It means that sameness, even though originally effective, loses its value when applied too often. Too many of us tend to find a pattern of classroom behavior and then follow it with little change, if any. If we could have as much effect on our students as modern advertising does, we would be the greatest teachers of our day. Advertising, knowing that only some customers are positively affected by any one approach, changes that approach to convince other groups of customers. You cannot convince all of your students unless you use varied means of convincing them.

Think of the finest motion picture you have ever seen. Then imagine having to see that picture daily for months. Your students must see and listen to you daily for months, and no matter how pleasant you are to gaze upon, no matter how good your teaching procedure may be, frequent changes in appearance, voice, and technic of teaching are necessary to your success as a teacher.

STUDY TEACHING PROCEDURES

Select a course of study in the field of consumer education and make a list of its major elements. Examine every available textbook on the subject and chart the degree of emphasis placed on each element of your selected course. This activity is also an excellent means of text selection.

Acting on the belief that consumer education has a place in your fields of study, list first all of the subjects you are preparing to teach. Under each one compile a list of specific units of consumer education which might help you do a better job. Think in terms of motivation, of successful teaching technics, and in terms of that information which you, as a specialist in some phase of education, could teach more successfully than anyone else. Make liberal use of the sources of information below.

To help you understand the varied pattern of consumer teaching, learn what is being taught in other schools, and on different grade levels. The following sources will give you an excellent start.

Gavan, Ruth W. "Economic Education in the Elementary School," *Curriculum Journal*. Vol. 2 (January, 1940), pp. 11-14. An analysis of seventeen state and five city courses of study.

Gavan, Ruth W. *Education for Economic Competence*. Contributions to Education, No. 854. New York: Bureau of Publications, Teachers College, Columbia University, 1942, 190 pp. An examination of courses of study in the first six grades, to determine adequacy of instruction.

Harap, Henry, and Price, Ray G. "A Survey of Recent Developments in Consumer Education," *Journal of Educational Research*. Vol. 38 (December, 1944), pp. 276-285. A survey of consumer education for the period 1938 to 1944.

Some states have either approved course outlines in consumer education or consumer education units which are included in other subject outlines.

OTHER SOURCES OF INFORMATION

Consumer Education in Your School. Washington, D. C.: Consumer Education Study, National Association of Secondary-School Principals. 1947. 128 pp. Paper covers.

Mendenhall, James E., and Harap, Henry. *Consumer Education*. New York: D. Appleton-Century Company. 1943. 399 pp.

Methods of Teaching Consumer Education. Chicago: South-Western Publishing Co. 1946. Monograph 64. 45 pp. Paper covers.

The Status and Future of Consumer Education. Chicago: South-Western Publishing Co. 1941. Monograph 51. 37 pp. Paper covers.

Tonne, Herbert A. *Consumer Education in the Schools*. New York: Prentice-Hall, Inc., 1941. 365 pp.

Notice to NASSP members

SEND US YOUR NEW ADDRESS

The Post Office Department has discontinued its practice of sending changes of address on THE BULLETIN. Now, whenever you move, you must personally send us your new address if you want to be sure of receiving THE BULLETIN each month. Send the notice of change before moving, including the date you intend to move, since it takes a month to process your change for mailing THE BULLETIN. Be sure to give your old as well as new address. Remember, if we do not have your correct address, you will not receive your BULLETIN.

Consumer Education Is My Favorite Subject

RUTH GRIFFITH

TEACHERS' schedules are often changed, and this is good—because the new classes separate the teacher from antiquated lesson plans and help to dig her out of a rut. My schedule varies from semester to semester; at the moment it includes classes in typing, bookkeeping, and consumer education.

Which do I prefer to teach? How about those typing classes? They are the best planned and most systematic, with their definite drill procedures and tangible standards. Typing classes are fun. It is a source of satisfaction to see the steady progress of the learners. But typing is not my favorite subject.

Do bookkeeping classes qualify for first place? This is the field in which I have the best preparation. The subject affords opportunity for initiative, for different methods of instruction, for changes in class procedure. Bookkeeping classes are never dull—but they are not my favorite. Elementary bookkeeping does not provide enough intellectual stimulus for this teacher!

No, my greatest joy comes from my consumer-education classes. And yet I wonder why, for this is undoubtedly the *hardest* subject that I teach. It is the subject that keeps me up nights. It is the class in which I cannot use last year's lesson plans. It is the course for which I have never formulated a course of study that suits me; I have never been able to establish a class routine (it isn't a routine subject). I have never taught the course as I felt it should be taught; I have never been satisfied with the supplementary material I have collected; I have never been sure I have covered the important units. And yet, I thrill at the possibilities of the course and love every class minute.

Every unit—yes, every recitation—presents opportunities for varied techniques and class procedures. No wonder the pupils aren't bored. At times, though not often, I lecture. We have panel discussions in some units, and the

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sessions sometimes become heated; but pupils learn from the exchange of ideas. They learn consumer facts, they cultivate the power of expression, and they acquire respect for the opinions of others.

When facts are being taught, we sometimes revert to the old question-and-answer method—and even have drill sessions. Short quizzes occasionally review the work of the preceding days. Pupils give many special reports covering the subject under consideration. In considering some questions, we have a glorified “bull session.” Sometimes I act as chairman; often a pupil assumes this responsibility. Such sessions are stimulating and educational when pupils have free discussion and are encouraged to express their opinions.

The summary for some units is brought to us by a businessman. We conclude our study of insurance, for example, by inviting an insurance salesman to talk to the class and answer questions. At other times we take on a field trip; more can be learned for example, by visiting a new housing project than by talking about one for several days. Bulletin-board displays supply stimulating material and offer an opportunity for class participation. Movies and filmstrips are available and add variety. There is no one best method; in fact there is no uniformity for class procedure. That is the bright spot!

Textbook material in consumer education is rarely adequate. It must be supplemented by a series of pamphlets, newspaper clippings, magazine articles, advertising material, and so forth. We constantly look for and collect this material. Because pupils on their own initiative bring magazine articles to class or wish to tell what they heard over the radio or ask to discuss an article from the daily newspaper, I know that our consumer course is living.

Why do I like to teach consumer education? It means hours of hard work; it keeps my classroom in confusion because of the material scattered about; it requires constant revision. But I'm still enthused to prefer it. Why?

Because pupils say to me, “I never learned so much in any one course.” Or because they ask, “Why don't we have more subjects like this? Here we discuss problems about which we really should have information.” Or because someone informs me, “I told my father what we were discussing in class. He wishes he had had such courses when he went to school.” Or because, at times, some teacher boosts my morale by saying, “I think I'd like to take that course. I hear your class laughing so much. You must have an awfully good time in your consumer-education class.” It's real work; it's never finished; it changes from semester to semester and almost from month to month. But, believe me, I think it is *fun* to teach consumer education. It keeps me out of a rut and provides a constant challenge. Try it!

Practical Courses in Driver Education

Edited by EVERETT V. O'ROURKE

At Santa Ynez Valley Union High School

HAL W. HAMM

SANTA Ynez Valley Union High School is a small high school of 160 students, located in a rural area in northern Santa Barbara County; and, like most rural areas, the students begin to drive cars about the time they enter high school. The students and faculty at Santa Ynez High School have recognized the need for improving driving habits and attitudes, and they have tried to develop a program which would be effective in this important area of learning. We have borrowed many ideas from other schools and pieced them together to fit our needs. Our present program began about four years ago, with the appointment of a student-faculty committee of fifteen to study the problem. The committee was made up of about a dozen students, appointed by the student president, the director of transportation, and three faculty members whose courses and activities bore some relation to the problem. This faculty-student committee has been an important committee each year. After studying the problem of highway safety and the need for doing something about it among our students, the committee adopted as their purpose that of "promoting highway safety and safe driving on the part of all of the students of Santa Ynez Valley Union High School, not only to and from school, but at all times, everywhere, with the hope of making the students of Santa Ynez Valley Union High School the safest drivers of any high-school group in California."

The committee first recognized the need for classroom instruction in driver education and helped to develop a six-weeks' unit of instruction

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which was placed in the general science class, one of the general education classes required of ninth-grade students. Shorter follow-up unit are included in the tenth and eleventh grades required social studies classes and in the senior problems class. Driver training is co-ordinated with driver education and is taught by two certificated teachers, in a dual-control car, during study hall periods.

In addition to helping with the organization and conduct of the instructional program in driver education and training, the safety committee has promoted and encouraged several activities which have done a great deal to enlist the support of all students in the program and to encourage safe driving. The committee feels that the problem of highway safety is serious enough to justify activities of every possible kind which offer promise of making our highways safer. Committee members have tried to make the program a positive one, whereby through education they could build better attitudes, skills, and habits of safety. They have held panel discussions at school assemblies, arranged for showing safety films, conducted poster contests, talked to students individually and in small groups, and conducted a safety slogan contest. A rubber stamp was made of the best slogan and the slogan was stamped on all textbooks, library books, magazines, and other school materials.

The safety committee determines the recipient of the safety trophy which is presented each year by the Lions Club to the two classes that maintain the best driving records in a contest in which the freshmen and seniors compete against the sophomores and juniors. The committee, at the close of each year, grades each student in school on his driving habits and attitudes, and presents the award to the two classes with the best average. The grade is assigned after a brief discussion of the driving practices of each student who drives and is based on observations by members of the committee, reports of violations, information from other students, and the results of a comprehensive written examination which is given to all students.

OBJECTIVES SOUGHT

The committee conducts tests on psychophysical driver testing devices which are made available to the high schools in Santa Barbara County through the office of the County Superintendent of Schools. Following the test, the committee interprets the findings of each student.

The committee has also accepted the responsibility of dealing very directly and forcibly with students whenever it has appeared necessary,

and has served as a student court in calling students to account for reckless and careless driving. Usually the committee has accomplished desirable results by talking with the offender and encouraging him to improve his driving habits. They have penalized less responsive drivers by refusing them the right to drive their cars to school or on school-sponsored activities. The committee has, on occasion, threatened to report further violations to parents and, if necessary, to the highway patrol.

One interesting feature of the work of the safety committee has been their practice of encouraging adults of the community to report to the committee instances of unsafe driving practices of students. They have extended this invitation to adults through newspaper stories and in safety talks to community organizations and have given prompt attention to complaints which have been made.

The safety committee also requested and was granted permission to pass on that phase of citizenship relating to driving habits in certifying eligibility for interscholastic sports and for other school activities which involve loss of school time.

Violations are reported to the committee by members of the committee, other students, faculty members, or interested adults on regular report forms which call for essential information regarding the nature, time, place, *etc.*, of the offense.

The committee makes a periodic check to determine whether or not each student who drives has a valid drivers' license and takes steps to "ground" the student, or see that he has a valid license if he continues to drive. An examiner from the Department of Motor Vehicles comes to the high school for one hour on alternate weeks to give driver examinations and issue licenses.

CO-OPERATION OF THE HIGHWAY PATROL

The committee currently is engaged in a project to place "Children have talked to student groups, inspected cars which are being driven to school when requested to do so by the owner or the committee, and they have served in an advisory capacity. The committee, in co-operation with the shop teacher, has refused to allow boys to work on their cars in the school shop if the car cannot pass inspection by the highway patrol.

The committee currently is engaged in a project to place "Children at Play" signs where needed in one of the communities.

We have strong faculty leadership in our safety programs. One of our teachers, Arthur McArthur, is writing his master's thesis on safety educa-

education and has recently serve as director of the Santa Barbara-Ventura County Workshop in Driver Education and Training, However, we feel strongly that the effectiveness of our program in a large part stems from the several activities of the safety committee and the success it has had in winning acceptance of the program throughout the school. We feel that we are achieving tangible results. Parents, students, teachers, and local highway officers are agreed that driving habits and attitudes of the high-school students in this area have improved greatly during the past few years, largely as a result of our high-school safety program.

We realize that in a small school it is much easier to co-ordinate activities such as these and to make curriculum adjustments to provide for them. We have tried to give recognition to the importance of doing something about highway accidents; and although some phases of our program have not been as successful as we have hoped, the students feel that it is their program and have worked hard in an effort to attain the goal they have set for themselves.

At Salinas Union High School

NELSON B. SEWELL

Salinas Union High School, in Monterey County, established on February 14, 1947, a program of driver education and driver training which has been continued since that date. The Salinas plan has always provided extensive classroom instruction in driving techniques, accident causes and methods of prevention, safety responsibilities of drivers, and related subjects in addition to actual behind-the-wheel training in automobiles equipped with dual controls.

The required courses for all students prior to graduation have been approved by the Salinas Board of School Trustees as a part of the high-school's curricula. Each senior student is required to complete one semester of driver education and driver training for graduation.

At first, there was one instructor who had received special training at driver-education workshop at the University of California. The program of which he had charge included two hundred students scheduled in six classes. The school provided various psychophysical devices.

During the first of the courses, the five new automobiles, which made the driver training possible, were donated by local Oldsmobile, Pontiac, Chevrolet, Dodge, and Mercury dealers. The teacher was assisted by Sergeant Charles E. Garcia, Monterey County Office of the California Highway Patrol, and ten Salinas Junior College students who also served as

bus drivers for the high school. The college men were granted special secondary credentials in public safety and accident prevention by the State Department of Education and were driver trainers to provide behind-the-wheel training with four students in each car at a time. Chief George Weight, Salinas Police Department, established restricted areas in which driver training cars operated.

During 1947-48, there were two regular high-school instructors, twenty specially certificated driver trainers, and eight automobiles for offering driver instruction. Two hundred students were trained each semester.

Last year we had four specially trained instructors. Two instructors gave full-time service to the training program. One instructor gave the auto shop courses and the other the scientific and social instruction. Instead of the college student trainers, regular certificated substitute instructors were employed by the district to supervise classroom activities while the regular instructors gave the behind-the-wheel training. This plan makes possible direct application of classroom instruction to the problem of driving and automobile.

During 1948-49, approximately four hundred seniors obtained education and training prior to their graduation in June, 1949.

What is the nature of the instructional materials? At first, in 1947, no text was used. The instructor and the student safety council compiled a syllabus for the basis of instruction and tests for examination purposes. Now we use two basic texts and many supplementary bulletins and pamphlets.

The list of testing devices which we consider to be the absolute minimum for the driver education and training program is as follows:

1. Reactometer
2. Telebinoculars
3. Depth Perception—Rod Test
4. Ishihara Test for Color Blindness
5. Brake Reaction Detonator
6. Night Vision Test (tests night visual acuity and reaction to glare)

Audio-visual education supplies are very adequate. Films, movies, slides, filmstrips, and records are available to enhance the instructional program.

BASIC ESSENTIALS

The basic essentials which we consider to be associated with the practical phases of the driver education and training program in high school are:

First, the Superintendent and Board of Trustees approve the training program as an inherent part of the courses and curricula of the high school.

Second, an adequate budget for financing the cost of driver education and training is prepared by the Principal and Superintendent and approved by the Board of Trustees. The total cost to the district per student for four hundred students was \$25 for 1947-48. Our budget for the same school year was:

Instruction.....	\$ 8,350.00
Insurance.....	300.00
Supplies—Equipment.....	1,350.00
Total.....	\$ 10,000.00

Third, all of our instructors have either special or general secondary credentials, and the special certificate for training in an accredited driver education and training institution. Salinas instructors have been trained in the driver education summer workshops at the University of California, Berkeley.

Fourth, when a car is loaned to us by a dealer, we have a written contract drawn by the district attorney.

Fifth, we arrange for insurance coverage for the protection of the school, the dealer, the instructors, and users of the car. The coverage includes: (a) twenty-five to fifty thousand dollars public liability; (b) five thousand dollars property damage; and (c) fifty dollars deductible collision. We carry fire and theft protection as well as medical and hospital insurance on passengers and users of cars. The total cost is \$69.20 per automobile.

Sixth, we provide for the maintenance of cars to be done by the regular school bus maintenance mechanics and see that cars are regularly serviced by the transportation department of the school district.

Seventh, we allow no car to be used for driver training unless it is equipped with dual controls and under the supervision of a regular certificated employee of the school district.

Eighth, we schedule at least ten weeks for class room instruction and eight weeks for behind-the-wheel instruction. We maintain the program on a semester basis and allow five credits for satisfactory completion of course as in any other course in the high-school curriculum.

Ninth, we co-ordinate the driver education and training program with the objectives of the California State Department of Education; maintain conformity with Education Code Sections 10200, 10201, 10202, 10203, 10204, and 10205 (1948); co-operate with the California Highway Patrol, local police department, and the Division of Drivers' Licenses of the Department of Motor Vehicles of the State of California; and carry on a reasonable public relations program through civic and community organizations.

We should not minimize the necessity for a sound educational philosophy which is basic to the whole program of driver education and training. Such an educational philosophy may be briefly outlined as follows:

1. Every high school should undertake regular and systematic courses in driver education and training—an essential of our modern industrial age.
2. Annual totals of traffic accidents and violations are proof that all too many fail at times to be skillful, competent, sportmanlike drivers.
3. An enthusiastic interest in helping high-school youth to attain driving skill and competence is absolutely essential. Keep faith in youth.
4. Finally, it is absurd to think that the skill and degree of judgment required to control anything as complicated and as full of potential danger as an automobile can be acquired without careful education and training.

At Alhambra City High School

NORMAN B. SCHARER

In 1944, the Alhambra High School District began to plan for the education of prospective motor vehicle operators. Little money was available to launch the project, but there was a strong conviction that all students in the district should have driver experience. The financial handicap became a challenge which was successfully met; and for more than three years, students have been required to study driver education for a period of not less than ten weeks. The project began with driver education, but as money has become available driver training has been gradually added to the program.

In the past, 2,706 students have taken driver education in the Alhambra High School District. Cost of this instruction has been only about 29 cents per student. This expense includes materials, equipment, and the training of teachers in the workshops, but not teaching time, for driver education was substituted for other curricular offerings.

Training in motor vehicle operation is not entirely complete without behind-the-wheel instruction, for this is the field work, or practical side, of learning to operate a motor vehicle properly. An automobile is supplied without cost by a local dealer; therefore, expense is incurred here chiefly from the standpoint of teacher time, for only about four students can be handled successfully per hour of instruction. Alhambra placed \$1,200 in its current budget to begin behind-the-wheel driver training in a small way. The regular driver education teacher is employed at \$3.00 per hour to instruct students on Saturdays and after school. The demand is great and only a few applicants from the driver education class are able to get driver train-

in. This year we hope to double this offering by securing another car from a local dealer and by increasing the budget. It is expected that eventually behind-the-wheel training, as well as driver education, will be required of all students.

The following questions needed consideration in planning the driver instruction program: (1) Who should make up the steering committee and how should it be appointed? (2) How shall driver education be added to an already overcrowded curriculum? (3) Where should driver education be placed in the curriculum? (4) Who should teach the course or units? (5) What information should be included in driver education? (6) What equipment and materials are necessary for the successful teaching of driver education? (7) Can we offer driver training also?

FIRST STEPS

The Superintendent of Schools took the initiative by appointing a steering committee, consisting of the two high-school principals, an interested teacher, and himself as chairman. The committee was top-heavy with administrators, and but little interest was shown by the teachers at the beginning, as they were unaware of the need of a course in motor vehicle instruction. It is recommended that schools forming similar committees add lay members, for communities are safety conscious and will greatly aid the program. This support may be either financial aid or the expression of a helpful attitude toward the program.

Careful study by the steering committee showed that no course which was being offered by the school should be dropped completely, but that in one or two courses some units could be eliminated without serious loss and a place could be made for driver education. The group centered its attention upon tenth-grade English and ninth-grade orientation, both required courses. Only required courses were considered, since we planned to make driver education a requirement for graduation. Ninth-grade orientation was chosen because the teaching of social attitudes is one of the primary responsibilities of the social studies department, and because certain units in orientation lent themselves to contraction or shifting to another field. Placement in the ninth year has not proved fully satisfactory because some of the students are too young to qualify for a learner's license. This license is a powerful motivating factor. Some study has been made with the intent to schedule the instruction in another grade, but no change has been made.

Having decided on the grade and classes in which driver education could best be scheduled, the committee surveyed the teaching staff for

instructors for the course. It was our premise that a teacher of driver education just as a teacher of any other subject would do the best job if he was interested and had the proper training. An interested teacher who has full understanding of the objectives and content of the subject can do a great deal to assure student interest and success. In the summer of 1945, the Alhambra District sent its first representative to a driver education workshop. This person did a splendid job of bringing back information and techniques to other members of the staff, instructing them in the use of the materials and in the procedures of instruction. However, we feel it has proved more satisfactory to have each teacher of driver education personally take the course of training offered by trained experts.

SOURCES OF AID

The committee leaned heavily upon the Automobile Club of Southern California and the American Automobile Association for curriculum materials and guidance in the making of a course of study. Pamphlets and booklets from these organizations furnished a starting point; the first step was to adapt the materials to local conditions. The driver education course has been designed to develop correct attitudes and basic driving skills as well as knowledge of laws and road conditions. The new state bulletin¹ is an excellent guide for schools wishing to organize a course in driver education. Schools already teaching the subject will do well to evaluate their work in the light of this research.

It has been our experience that several pieces of equipment are indispensable for teaching a course in driver education. These items, which may be made by the school shop at a low cost, are apparatus to test visual acuity, distance judgment, field of vision, foot reaction time, steadiness, and glare acuity. Plans may be secured from the American Automobile Association or the National Conservation Bureau. This equipment needs no skilled mechanic to operate it. With very little instruction, a student can learn to test himself with these various devices.

We feel that the establishment of driver education and driver training in Alhambra High School is an outstanding example of good citizenship training. The community of Alhambra is proud that it is one of the school districts in California that requires driver education. We know that we are not making all young persons good drivers, but we are confident that we are making all young persons in our school district better drivers.

¹ *Guide for Driver Education and Driver Training*. Bulletin of the California State Department of Education, Volume XVII, No. 6, Sacramento, California, November, 1948.

A Variation in the Question-Answer-Discussion Method in Junior High-School Teaching

LILLIAN C. PARHAM

THOSE familiar with junior high-school classroom procedure feel the need for change and variety from the usual question-answer-discussion method which generally prevails. The writer desiring to meet this need, developed other procedures which she hoped would not only create added interest and effort on the pupils' part, but at the same time familiarize them with some experiences met outside the classroom and even in adult life.

Boys and girls of today, as a rule, are far less self-conscious and embarrassed when called upon to recite or stand and speak before the class group than in years past. Our modern education has encouraged this in many ways. May we not go still farther than we have and bring about situations and create settings where the pupil finds himself in similar ones to those he hears on the radio, sees on television, and witnesses in public gatherings? At the same time, may we not be especially conscious of those capable of leadership and assist them through careful guidance in making real contributions to their groups? May we not plan to utilize such strong human drives as initiatives, rivalry, desire for social approval, and the like in order to lead all members of the group in giving valuable assistance to the work of the group? While learning to be effective co-operative members in the group, each individual will undoubtedly make decided personal growth as well.

With the above comments in mind, the round-table type of procedure was one that was used to vary the teaching in medieval history. At the time the assignment was made the round-table plan was explained. The main topic and its sub-topics for study were determined and listed on the blackboard. The duties and responsibilities of a "moderator" received much at-

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tention, and a short outline was set up for the moderator to follow. A different speaker was chosen to deal with each of the sub-topics. These speakers were urged not only to know well all of their facts on their part of the text, but also to try to get additional material. This was to give the brighter and more capable students an opportunity to do outside reading and to make use of library material. The speakers were to serve as specialists in their area of study, using freely illustrative material—wall maps, pictures, the blackboard for listing new vocabulary—at the same time they gave their talks. The remainder of the class, not assigned a part in the round-table discussion, was to compose the listening audience. It was the assignment of this audience to prepare a thought question on each of the topics. Usually we get better preparation for a lesson from junior high-school pupils when we expect some kind of "study paper" to be prepared by the whole class. This assignment gave every pupil a definite part to get ready for the following day.

When time for the lesson came, those taking part in the round-table discussion arranged their moveable desks into two rows, back to back, forming a long conference type of table with their chairs around it. The pupils were all ready to begin when the teacher appeared in front of the class. The moderator took charge of the class. He gave a brief and adequate review of the work of the previous lesson and stated the new topic. He next introduced the sub-topics and the speakers in their proper order. At the conclusion of the program, he summarized the material given and asked questions from the audience. The audience had many questions ready and addressed them to the persons responsible for that part of the discussion. Throughout the lesson, all pupils appeared interested and ready to contribute the part expected of them.

After repeated lessons of this nature, pupils evidenced decided growth in learning. As time progressed, more and more responsibility was given over to the class. Turns were passed around to different ability groups and different persons acted as moderators. With experience in this procedure, a plan could be set up on the spur of the moment—the day the material was to be presented after all the class had previously studied the text assignment.

In like manner, other kinds of procedure were utilized with success. The radio-program type of presentation is one that lends to a number of varieties—news reporting, interviewing guest speakers, quiz programs, *etc.*—patterned after several well-known programs heard regularly in the homes. A

student-made wooden microphone placed in front of the class behind which the speakers stand adds to the interest and seriousness of the work. Likewise the television-type of presentation "peps up" the class period.

Pupils and teacher alike enjoyed the above varieties of classwork and noted the following benefits from their use:

1. More interest and enthusiasm in history was evidenced.
2. Individuals showed more ease when speaking before the group.
3. Being termed "a specialist" brought out the need for being well-informed on topics.
4. Students became aware of *good speech* and the value of *poise* and a *pleasing personality*.
5. Boys and girls were especially alert during the "questioning period" and raised their standard of achievement in gathering and retaining information.
6. Careful attention was directed toward "better speech," choice of words, correct spelling, and the use of new vocabulary.
7. General class improvement and achievement were further emphasized by a rise in test grades at the conclusion of a unit of work.

NEWS ITEM

A JUNIOR HIGH-SCHOOL FILMS PROGRAM.—The Dallas, Texas, public library co-operatively developed a film program with the junior high schools of the city. A large list of films was previewed and from the group twelve were selected. As the program developed, it was decided to present films taken from or based upon youth classics. The majority of the films selected were authentic. One exception was the film "Little Men." High Choices among the films previewed were: "My Friend Flicka," "The Blue Bird," "Little Women," "The Adventures of Tom Sawyer," "Tom Brown's School Days," "Jack London," "Don Quixote," "Treasure Island," "David Copperfield," "Romeo and Juliet," "Swiss Family Robinson," "Enchanted Forest," "Jane Eyre," "England, Background of Literature," "Julius Caesar," "Tale of Two Cities," "Adventures of Chico," "Scotland, Background of Literature," and "Kidnapped." The final selection or series was called *Books in Films, A Junior High-School Program*. As the series advanced, boys' and girls' interest was evidenced by the bits of information they volunteered and the questions which followed each program. There was likewise a greater demand for the reading of these books in the library. A librarian stated, "Not in many years have all copies of *Don Quixote* been in circulation as they were following the film showing."

How I, A Teacher, Can Inspire My Pupils to Enter the Teaching Profession

RAYMOND BLAKE

TEACHING in our schools of today is an exciting experience. It is exciting because we have at our finger-tips three vital and challenging opportunities for self-expression. Vital because they not only evoke unselfish service and enlarge our own love of the profession, but because they call forth the kind of enthusiasm and pioneering spirit that will guide and lead young people into the opportunities and responsibilities of teaching; and challenging because they show how I, a teacher, can inspire my pupils to enter the teaching profession. These three are opportunities for self-expression through (1) contact with young minds and young ideas, (2) the virtual and unlimited expansion of the four walls of the classroom, and (3) the use of the latest electronic and optical instruments, the modern tools of education.

The opportunity for self-expression through contact with young minds and young ideas is not only vital and challenging, but one of the most rewarding experiences of teaching. We must make the fullest advantage of this contact if we would inspire our students to become teachers. I can interest my pupils in teaching by demonstrating the values and importance of young ideas and young minds. I can emphasize these values through pupil-teacher planning, and thereby give them opportunities to express their own thoughts. And I can interest my pupils in teaching, best of all, by having them, themselves, discover the excitement of teaching while they learn.

Through these interests, pupils can be brought to participate in meaningful learning experiences which will bring forth their own thinking. Individual students can be given opportunities to teach as they learn by participation in pupil panels and forums. Teachers can develop exciting class projects in which

Mr. Blake of La Jolla, California is a teacher extremely interested in inducing good students to choose teaching as their life profession. This article is the second prize-winning essay in the Laidlaw Brothers Teacher-Recruitment Contest.

everyone shares. Using an experience, or a significant question, or a motion picture as a starting point, special individual projects developed in the classroom from hobbies or particular interests enable pupils to share with others some specific knowledge they have gained. These kinds of learning experiences bring our pupils into close contact with the actual excitement of teaching others, and provide challenging and appealing problems for them to solve.

The second and third vital and challenging opportunities are ours because of the modern tools that we associate with programs of audio-visual education. We have opportunities for self-expression through the unlimited expansion of the four walls of our classrooms. We also have the self-expression which comes through the use of the latest electronic and optical equipment. These two opportunities are equally forceful in answering the question of how I can interest my pupils in the teaching profession.

I can interest them by showing that teaching is no longer limited to the physical area within our classroom walls. Instead, we can actually travel to nearby places of interest and make firsthand investigations of real community problems. And then, we can travel vicariously through the *media* of motion pictures, filmstrips, bulletin boards, recordings, and radio to every section of the world, spanning the usual limitations of time and space. We can bring the living past up to the present moment and even travel into the possibilities of the future. We can bring to our students the intricate processes found in science and industry, scaled down to our immediate needs. We can look into the minute world of microscopic life or journey out into the infinite reaches of space. No place is so far away, no object so large or small that we cannot reach it through the extended horizons of our classrooms.

Then, I can encourage my pupils to participate in meaningful learning experiences by having them assume definite responsibilities for special information to be secured during field trips, by having them develop bulletin-board projects designed to illustrate and emphasize processes and developments in the world about us and by having them take part in dramatic experiences which unfold the significant events of our age and which tell of the lives of great statesmen, educators, and discoverers.

The challenge that these learning experiences offer in contrast to the traditional study-recite-test process can thus be brought to appeal to the pioneering urge that must be present in the conscious or sub-conscious mind of every young person of average or better than average intelligence. It is through such meaningful learning experiences as these, made possible by the opportunities I have described, that I, a teacher, can inspire my pupils to enter the teaching profession.

Best Books of 1948 on Vocational Guidance

ROBERT HOPPOCK

EACH year the editors of the *Occupational Index* undertake to review all new books containing occupational information and all new books that discuss the theory and practice of vocational guidance. Books containing facts about jobs are annotated and reported quarterly in the *Occupational Index*. The best of the books dealing with the theory and practice of vocational guidance are annotated in an annual list; this is it. The list includes two 1947 publications which were not received until 1948.

Inclusion of a book in this list does not mean that it is considered infallible. It does mean that it has been compared with other publications and considered to contain useful information that would be of interest to readers who try to keep up to date on the better literature in this field. Apologies are made in advance to authors and publishers whose books have not been included and to those who find the annotations inadequate.

Bouthilet, L.; Byrne, K. M.; Thurstone, L. L.; and Thurstone, G. M. *You and Your Mental Abilities*. Chicago 4: Science Research Associates. 1948. 48 pp. 75. A simple explanation of the I.Q. and of Thurstone's primary mental abilities, in words of one syllable. Good preliminary to counseling on test results.

Cox, P.W.L.; Duff, J. C.; and McNamara, M. *Basic Principles of Guidance*. New York: Prentice-Hall. 1948. 439 pp. \$3.75. A revision of *Guidance by the Classroom Teacher*. "The major work of guidance must be done by classroom and home-room teachers." The purpose of guidance is to help the student to choose objectives which for him are "reasonable, dynamic, and worth while." The function of the teacher-counselor is to be the student's "guide, philosopher, and friend." Professionally trained counselors will find few, if any, new techniques, but they will enjoy the vigorous and often colorful

Mr. Hopcock is Professor of Education at New York University, New York, New York.

statement of a guidance philosophy of education. The economic theories supported are perhaps debatable.

Davis, F. G., editor, *Pupil Personnel Service*. Scranton: International Text-book Co. 1948. 638 pp. \$3.75. A basic text. Nineteen chapters by eight authors, covering Pupil-Personnel Service as a School Function.

Falk, R. D. *Your High-School Record—Does It Count?* Revised Pierre, S. D.: South Dakota Press. 1947. 124 pp. \$2.40. Down-to-earth examples of the value of the high-school record. Reproductions of letters from personnel offices, copies of application blanks, and reprints of pertinent material from a variety of publications. Author's comments succinct and pithy.

Friend, J. G., and Haggard, E. A. *Work Adjustment in Relation to Family Background*. Applied Psychology Monograph No. 16. Stanford, Calif.: Stanford University Press. 1948. 150 pp. \$2.00. A penetrating investigation of the effect of family influences upon the occupational adjustment of the individual worker. One of the rare books which says something not said before.

Froehlich, C. P., and Benson, A. L. *Guidance Testing*. Chicago 4: Science Research Associates. 1948. 104 pp. \$1.00. Addressed to those individuals who are faced with the responsibility of carrying on a guidance program in which they must directly or indirectly administer and interpret tests, even though their training in tests and measurements is limited. Best short treatment we have seen. A beginner can understand it.

Havighurst, R. J., and Warner, W. L. *Should You Go to College?* Chicago 4: Science Research Associates. 1948. 48 pp. 75c. "Who goes to college?"—representatives of all income groups and social levels. Advantages and disadvantages. How to go about entrance—consulting the school counselor, learning entrance requirements, finding the right school. Estimated costs of education and ways of meeting them. Some notes on junior colleges, trade, and vocational schools, and industrial programs of training. Covers most of the questions which the high-school senior wants answered.

Kaplan, O. J., editor. *Encyclopedia of Vocational Guidance*. New York: Philosophical Library, 15 E. 40 St. 1948. Two volumes, 1422 pp. \$18.50. A compilation of subjects which come within the wide range of "the new, applied science of vocational guidance" written by 282 authorities in the field. Among subjects covered are: guidance in various countries of the world, achievement and aptitude tests and their uses, available vocational services, definitions of work for placement officer, guidance director, and others. Does not cover field completely but preface recognizes omissions. Valuable for over-all picture and quick reference.

Kaufmann, F. *Your Job*. New York 16: Harper and Brothers, 49 E. 33 St. 1948. 238 pp. \$2.75. A new kind of book. Clear, concise explanation of what counselors and beginning workers should know about employment practices, social security, wage and hour laws, unemployment compensation; provisions for veterans, handicapped, minorities; industrial homework, sheltered workshops, civil service; state and private employment agencies, "gyp" schools, unions, and dozens of other topics. A handbook that belongs on every counselor's desk and in every school library.

LaBarre, C. *Graduate Training for Educational Personnel Work*. Series VI, Student Personnel Work, No. 11. Washington 6, D. C.: American Council on Education. October, 1948. 57 pp. \$1.00. History, graduate training facilities, departmental majors, undergraduate and experience prerequisites, required practice or in-service training, need for personnel work training. Appendix contains information on types of graduate training in personnel work—colleges listed by state with data on specialization.

Shank, D. J.; Bragdon, H. D.; Erickson, C. E.; Gordon, L. J.; Hill, G. E.; and Zerfoss, K. P. *The Teacher as Counselor*. Series VI, Student Personnel Work, No. 10. Washington 6, D. C.: American Council on Education. October, 1948. 52 pp. 75c. Meeting student needs through counseling, the teacher-counselor at work, the influence of institutional policies upon teacher-student relationship, nature and use of institutional resources, and how can teacher-counselors improve their work are topics covered.

Teele, J. W. *It's Your Job!* Boston 10: Lincoln and Smith Press, 530 Atlantic Ave. 1949. Not paged. \$1.00. Delightfully humorous cartoons illustrate sound advice on how to hunt a job. Brief, breezy, readable. Even the person who does not like to read will have trouble resisting this. Appropriate for all age levels.

Wood, B. D., and Haefner, R. *Measuring and Guiding Individual Growth*. New York 3. Silver Burdett Co. 1948. 525 pp. \$4.60. In the form of discussions among administrators, teachers, and students, this book presents the factual evidence revealing the existence of individual differences, and the broad place of measurement in individualized education, and the basic importance of guidance in dealing with learners at every school level. For beginners.

Wright, B. H. *Practical Handbook for Group Guidance*. Chicago 4: Science Research Associates. 1948. 225 pp. \$3.00. Useful suggestions "for teacher-advisers of home rooms, common learnings classes, and clubs," with illustrations of group guidance activities. Good material. Part IV on Guiding the Group would be good reading for teachers of any subject.

News Notes

OCCUPATIONAL OUTLOOK HANDBOOK.—Principals, supervisors, and teachers, as well as vocational counselors, will find in a new government publication a comprehensive library of occupational information to aid in their work. This volume, *The Occupational Outlook Handbook*, issued by the U. S. Department of Labor and the Veterans Administration, gives accurate and up-to-date information about training and skills required in each occupation, earnings and working conditions, how full various occupations are at the moment, how full they will be when the people now in training begin to look for jobs, and what the long-term employment prospects are in each field. References to sources of further information are given. Vocational guidance is becoming recognized as an integral part of the teaching process and guidance is emerging as an essential part of all education.

Setting the stage for the description of individual occupations and industries, introductory chapters summarize the major trends in population, industries, and occupations in the United States. Preceding the discussion on each group of occupations is an introduction discussing the general status of the field, the occupations included, and the major trends and relationship of this to other fields. This material is valuable not only for the teacher, but also for the student of civics and social studies. The 288 occupations described include 80 per cent of the professional and semiprofessional jobs, 75 per cent of the jobs in skilled trades, 40 per cent in clerical occupations, 30 per cent in service occupations, the major types of farming, and smaller proportions of the administrative, sales and semiskilled occupations. There are chapters on medical service, teaching, engineering and technical, clerical, sales and service occupations, the building trades, machine shop, foundry, forge shop, printing, railroad, hotel, restaurant, fur manufacturing and woodworking occupations, and on the large field of repair and maintenance occupations. The chapter on farming prepared by the Department of Agriculture, describes the opportunities in different types of farms in each of ten major regions of the country and also tells about 28 different farm service jobs in which young people in rural areas may find employment.

For the principal and his staff, the *Handbook* provides a ready reference on a major portion of those occupations and industries on which questions arise from day to day. The principal or counselor who is appalled by the staggering job of keeping up with current issues of occupational literature, ordering publications, and setting up files will appreciate this volume. At least one copy of this book should be in the hands of every counselor in the high school. The *Handbook* may be used as a textbook for classes in occupations, social science and civics, etc., and is useful in the training of guidance personnel since it presents a great deal of occupational information in a comprehensive manner. Vocational subject teachers will find in it valuable informa-

tion in their own fields and others, and it will serve to stimulate pupils' interest in a wide variety of occupations. It is attractively illustrated with 47 charts and 79 photographs showing workers at their jobs. It is helpful to school officials in planning curriculum offerings in line with industry's needs for workers in each field.

The *Occupational Outlook Handbook*, Bulletin 940 of the Bureau of Labor Statistics, U. S. Department of Labor, may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. for \$1.75; 25 per cent discount on orders of 100 copies or more.

SCHOOL ASSEMBLIES ON UNITED NATIONS DAY.—United Nations Day, October 24, 1949, will be the fourth birthday of the United Nations. The celebrations which are planned throughout the world by "We the peoples of the United Nations" will commemorate the anniversary of the day on which the required ratifications of the Charter were deposited. Although the methods and programs will vary, the purpose of each observance everywhere will be the same—to increase understanding of the United Nations, what it stands for, and what it has accomplished during its four short years of existence, and to increase the necessary support of the people in fulfilling its mission.

The call to action was sounded in the United States with the formation of the *National Citizens Committee for United Nations Day* by the Secretary of State. With the representation and co-operation of more than seventy-five national organizations, this Committee will co-ordinate the activities of private citizens, organizations, and groups in a nationwide observance of United Nations Day. The celebrations will center in the local communities with the participation of the schools, religious groups, civic organizations, business, professional, labor and farm groups, the press, radio, and television. Over 3,500 mayors throughout the country have been alerted to promote community observance of United Nations Day. National organizations are encouraging their local groups to co-operate in the local activities to make them truly community-wide. The schools can greatly contribute to participation in community activities through the development of assembly and class programs. The National Citizens Committee, 700 Jackson Place, Washington, D.C., has made available suggestions and background material for various types of activities—for large and small communities and for schools and organizations.

The emphasis of the United Nations Day celebrations will be on four themes, readily adaptable to the special interests of various localities and groups. These themes are: 1. The UN Works. 2. The UN Works for YOU. 3. The UN Requires Your Support. 4. YOU Can Help the UN. Many high schools throughout the nation are developing special assembly programs to celebrate this day. If your school has not planned such an assembly, it is urged that serious consideration be given to the idea so that it can be said that few, if any, high-school students had no opportunity to participate in this international celebration.

"MAKING DEMOCRACY WORK" IS AMERICAN EDUCATION WEEK THEME.—The springboard for the 29th observance of American Education Week, November 6-12, is *Making Democracy Work*. Top billing will be given

schools and colleges and their vital role in building our American way of life. American Education Week is therefore not just another special week. It is a time to review the history, purposes, and achievements of our schools; canvas their needs and problems; sharpen citizen interest in securing necessary improvements; and strengthen home and school relationships.

This over-all emphasis upon education and democracy is most timely. In a world beset with the problems of building a lasting peace, our schools and colleges face gigantic tasks in helping to prepare today's children for missions of their day. People are the backbone of our free nation. They keep our government free by accepting their civic obligations and by exercising the will to govern themselves. It is in the schools that they are taught the knowledge, skills, and loyalties of free men. They learn the ways of democracy in school.

The daily topics point up the worth of the individual, educational opportunity, responsible citizenship, health and safety, home and community obligations, our freedom and security, and the next decade in education. They lend themselves to Sunday programs at the churches, classroom demonstrations, radio broadcasts, newspaper features, public meetings, and other school and community events. Developments in teacher recruitment, program enrichment, audio-visual instruction, and in teaching human relations and civic education may well be reported. Discussion of the effects of swelling enrollments upon the curriculum, buildings, equipment, teacher load, and finances would be most appropriate.

Programs of action cannot be developed in one short week, but the groundwork for future developments can be laid in the form of clear understandings of pressing needs and greater concern for meeting them promptly and fully. The national sponsors of American Education Week are National Education Association, American Legion, National Congress of Parents and Teachers, and the U.S. Office of Education. The American College Public Relations Association is urging active co-operation by the institutions of higher learning. All of these groups have issued special bulletins and releases. For a list of the special helps which have been made available at nominal cost to help planning committee develop their programs and enliven their projects, write direct to the National Education Association, 1201 16th Street, N. W., Washington 6, D.C.

1949 NATIONAL HONOR SOCIETY SCHOLARSHIPS, AWARDS, AND CERTIFICATES OF MERIT.—Last school year the Scholarship Board of the National Association of Secondary-School Principals selected 243 winners from a group of 374,890 seniors in 1,492 public and private secondary schools from all states and territories of the United States. These 243 finalists attained a percentile rank of 99.94. They were the highest ranking students in a national general aptitude test administered March 29, 1949, by the National Association of Secondary-School Principals to 5,915 high-ranking members of the National Honor Society who were previously chosen from the upper 15 per cent of their senior classes. Ten of these winners were awarded \$300 each in scholarships for attendance in accredited colleges and universities during 1949-50. Seven other students achieved distinguished records in the General Aptitude Test

and in their schools but had sufficient financial resources or other substantial scholarships to insure their attendance in college. These were awarded honorary scholarships. Another group of twenty-five students were given National Honor Society Awards. These students were chosen alternates for the ten \$300 scholarships. The other 201 students were awarded National Honor Society Certificates of Merit.

STUDYING READING ABILITY OF HIGH-SCHOOL STUDENTS.—A nationwide program of scientific measurement and improvement of reading ability for more than a million junior and senior high-school students is being launched in the 1949-50 education issues of *The Reader's Digest*, according to Arthur J. Crowley, Director, The Reader's Digest Educational Service, Inc., 353 Fourth Avenue, New York 10, New York. For the first time in the 18-year history of the Digest's education edition, standardized diagnostic reading tests will be included in the expanded student insert at the beginning and the end of the school year. Thus, in addition to regular reading improvement material, teachers will be provided with objective means of measuring students' individual reading levels and progress.

Scheduled to appear in the October, 1949, and April, 1950 issues, the tests have been prepared by the Committee of Diagnostic Reading Tests, Inc., an independent organization. Headed by Frances Oralind Triggs, Chairman, the committee of reading experts includes: Robert M. Bear, Ivan A. Booker, Daniel D. Feder, Constance M. McCullough, A. Eason Monroe, George D. Spache, and Arthur E. Traxler.

"Inclusion of the new tests in *Better Reading*," says Mr. Crowley, "expands the Digest's reading improvement program into a well-rounded, completely scientific plan. In October, at the beginning of the school year, teachers will administer Form A of the survey test to discover the reading weaknesses and needs of each student. Then, by following the planned program of *Better Reading* each month, teachers will be able systematically to train and to improve individual reading skills. Finally, in May, 1950, teachers will be able to use Form B of the test to check the amount of progress made by each student."

The Digest's reading improvement program, of which the diagnostic tests are one part, operates for the ten months of each school year. Each month the 16-page supplement, *Better Reading*, is bound into the center of each student copy of the Digest. Containing an index, one of several new features introduced this year, the insert contains a variety of reading material—quizzes; a section on creative expression; work on reading techniques. Presented in short, pithy style, the material takes many forms: time charts; tests; paragraph patterns; cartoons; lively features; projects; discussion guides. In both test issues, *Better Reading* will be expanded so that some regular material will appear in addition to the tests.

Aside from the insert, the education edition does not differ from regular Digest editions. It is complete and unabridged. Information about securing the *Reader's Digest* education edition for school use may be obtained from the Reader's Digest Educational Service, Inc.

ENGLISH TEACHERS MEET.—When the National Council of Teachers of English meet at the Hotel Statler in Buffalo, November 24-26, a lively and elaborate program for elementary, high-school, and college teachers will be presented. The theme of the thirty-ninth convention will be "English for Every Student." Many well-known authors and educators will address the meetings. Full particulars may be obtained from Western New York Teachers of English, 733 City Hall, Buffalo 2, New York.

FOR USE IN LATIN CLASSES.—Dr. Emory E. Cochran, 37 West 74th Street, New York, continues to publish from September through June his weekly mimeographed, one-page *Libelli*, featuring in each issue a current news item rendered in Latin. Requests outside of New York City have been so numerous that he now makes them available to anyone on a subscription basis of \$1.50 per year. Special single semester quotations for club orders are: 5-14 subscriptions at 60 cents each, 15-24 at 50 cents each, 25-74 at 45 cents each, 75-99 at 40 cents each, and 100 or more at 35 cents each. The bulletins appear, as in previous years, every Monday, unless Monday falls on a school holiday or on examination days. At least 15 bulletins are issued each semester.

A FILM ON MUSIC.—As a guide to local organizations interested in fostering music, the American Music Conference, Chicago, has prepared a sound slide-film in full color called *Moving Ahead with Music*. The film is available on a free loan basis to all local groups, such as parent-teacher organizations, service clubs, women's clubs, veterans' organizations. A companion to AMC's widely used manual, also called *Moving Ahead with Music*, the slidefilm outlines the basic importance of music in everyone's life, how many communities are broadening the benefits of music, and what local groups can do to bring about a great expansion of musical opportunity. Accompanying the film are leadlets, which summarize its contents, for distribution to the audience after the showing; a "Meeting Leader's Guide"; and, for those organizations which have not received it, the manual *Moving Ahead with Music*, and related working materials. The film may be ordered by writing to the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois, and specifying available showing dates, the number of persons likely to see it, and the name of the organization making the request.

FUTURE FARMERS OF AMERICA OFFICERS MEET.—National officers of the Future Farmers of America met in Washington, D. C., last July to hold their annual board of trustees and advisory council meetings. Plans were made by the farm youths for their FFA National Convention scheduled to be held in Kansas City in October, 1950. They reviewed applications from their fellow FFA members throughout the United States seeking the American Farmer degree, highest mark of achievement offered by the Future Farmers of America organization. The FFA is sponsored by the Agricultural Service of the Office of Education, Federal Security Agency. Members of the organization are farm youths who are studying or have completed the study of vocational agriculture in rural public high schools. There are 280,000 FFA members in 7,000 local FFA chapters across the nation.

THE U. S. SAVINGS BONDS PROGRAM.—The *School Savings Journal*, a semi-annual publication of the Education Section, U. S. Savings Bonds Division, Treasury Department, is just off the press. This *Journal*, which contains material for use in the classroom, is sent to principals for distribution among their teachers. Each teacher is entitled to one copy. If any school does not receive its allotment promptly, or if it does not receive the correct quantity, notification should be sent to the Bonds Office of the state in which the school is located or to the above address. Among the contributors to this issue of the *Journal* is Mrs. Pearl Wanamaker, former president of the National Education Association and now superintendent of public instruction in the State of Washington. The *Journal* also contains the pictures of the new National Advisory Committee on School Savings and an article which tells of the Committee's suggestions for plans for the School-Savings Program. A list of the teaching aids and other materials available for use in connection with the School-Savings Program also is included. Among the new aids listed is *School Savings in the Social Studies* by Ruth Wood Gavian.

A STUDY OF FAILURES.—The Office of the Statistician of the Washington, D. C., Public Schools recently published a study conducted by Boise L. Bristol of the passing ratings received by pupils in the various subjects taught in the junior and senior high schools of the District of Columbia. The following table presents a summary of these findings.

Subject	JUNIOR HIGH			SENIOR HIGH		
	No. Pupils Enrolled	No. Passed	% Passed	No. Pupils Enrolled	No. Passed	% Passed
Art	8,865	8,780	99.0	965	956	99.1
Business Education	4,862	4,635	95.3	5,056	4,651	92.0
English	9,523	9,108	95.6	9,071	8,461	93.3
Health & Phys. Educ.	10,091	9,898	98.1	10,483	10,322	98.5
Home Economics	3,680	3,631	98.7	1,863	1,819	97.6
Latin	1,435	1,400	97.6	951	907	95.4
Manual Arts	3,256	3,166	97.2	2,002	1,938	96.8
Mathematics	8,431	8,038	95.3	3,902	3,569	91.5
Modern Languages	1,681	1,633	97.1	2,877	2,714	94.3
Music	9,743	9,617	98.7	1,670	1,659	99.3
Science	5,422	5,218	96.2	4,672	4,353	93.2
Social Studies	9,076	8,681	95.6	6,618	6,193	93.6
Total	76,065	73,805	97.0	50,130	47,542	94.8

NUMBER OF FM LICENSES ON THE INCREASE.—In a report made to the U. S. Office of Education, Dr. Franklin Dunham, Chief of Educational Uses of radio, says: "A new ingredient has been added to the schools in the last ten or fifteen years. It is the establishment of departments of radio (and in the case of colleges, communications) an addition to the formal school curriculum. Well-trained directors of radio are now to be found in many of our school systems. They use either their own broadcasting facilities, those of nearby uni-

cities or colleges, or in many instances, the time of standard commercial stations. Teachers have been trained to utilize these programs and radio workshops to build such programs now to be found in thousands of high schools and even in some grade schools as well.

"There are now 103 owned and operated educational stations. The United States is the only country in the world where an educational institution or school system may have its own radio station. There are 34 AM stations owned by colleges and universities, one AM station owned by a school system (Portland, Oregon), and 68 FM stations now assuming places in the special 88-92 megacycle band, reserved for education. About half of the new FM frequencies are being assigned to colleges and half to school systems. This ratio will no doubt change soon, since there are so many more school systems than colleges in the country."

STUDENT LIFE CONTINUES IN THE FORE.—Of 5,917 magazines examined by the American Library Association Magazine Committee, *STUDENT LIFE* was chosen as a magazine having "real significance." The following is quoted from *Magazine for School Libraries* by Laura K. Martin and published by the H. W. Wilson Company, 950 University Avenue, New York 52, New York:

"*STUDENT LIFE* (School and Club Activities) As the publication of an eminent group of educators who are working through many channels to create conditions which will foster more effective educational experiences, this magazine has real significance. Its stated purpose is: 'To encourage better practices in student activities in secondary schools and to provide an outlet for student creative writing, art, and photography.' Information tests on current events are genuinely stimulating, and honor society news is given regularly, as are book and moving picture reviews. Summer work in field, factory, and resort is described. Appearance is made attractive with excellent paper and clear, live photographs. All articles except guest editorials are written by students, and members of the student advisory board are widely representative of sections of the United States. Publishers offer a very low price for groups of three or more subscriptions."

APPROXIMATELY 340,000 HIGH-SCHOOL GRADUATES HAD BEHIND-THE-WHEEL TRAINING IN CAR OPERATION LAST YEAR.—Almost one quarter of the nation's high schools included some form of automobile driver education in their curriculums during the past school year, the American Automobile Association reports. In its annual report on the subject, the AAA also disclosed that more than 340,000 high-school students successfully completed driving courses that included behind-the-wheel training. The report pointed out that, while approximately one fifth of this year's crop of about 1,500,000 graduates learned to drive in dual-control cars, some 200,000 others were indoctrinated in safe-driving methods in classroom work.

The AAA report relates that a total of 2,900 dual-control cars have been assigned to schools through the co-operation of automobile manufacturers and dealers and motor clubs. Cars are assigned to those schools having an instructor qualified to train the students and which agree to meet minimum require-

ments for use of the cars. During the past year, five seminars were held by the AAA in which college professors participated. They returned to their institutions prepared to conduct teacher-training courses. In addition, in 1948 there were 68 high-school teacher-training institutes conducted by AAA Educational Consultants, attended by 1,800 teachers. Over 6,000 teachers have participated in such courses to date.

It is gratifying to note that the Education Committee of President Truman's Highway Safety Conference strongly urged schools to adopt a dual program of behind-the-wheel training and classroom instruction. There will have to be continuing and increasing emphasis on this if we are to reduce substantially our terrific annual highway traffic toll—a toll that last year amounted to 32,000 deaths and 1,200,000 persons injured.

ELEVEN NEW CORONET FILMS.—Eleven films have recently been released by Coronet, 65 East South Water, Chicago 1, Illinois. Two of these teaching aids were filmed by Coronet camera crews overseas. A short description and other information on each of these 16-mm. sound motion pictures follows:

Ancient Rome—An authentic visual background for the study of ancient Rome. The achievements of Rome in government, in architecture, in engineering are presented here, and our specific inheritances from that culture are established. (Intermediate, junior high, senior high.)

Life in Hot, Dry Lands—This film tells the story of the fierce battle of survival waged by the starving plant life, the animals, and human beings of the desert, who must adapt themselves to this grim existence. Students will learn where the desert areas of the world are located and will learn why they are barren wastelands. (Intermediate, junior high, senior high.)

Life in Mediterranean Lands—Every continent has at least one example of the unusual "Mediterranean Climate" named after the lands bordering the Mediterranean Sea. Laid in the narrow coastal strip of Southern California, this film explains the natural causes of this type of climate, shows how the people there live and adapt themselves, and teaches what plant and animal life thrive there. (Elementary, junior high.)

The Lady of the Lake—Background for Literature—In providing a brief background of the author's life, in giving visual meaning to the poem's vocabulary by showing the actual background in Scotland that is its setting—this motion picture teaches the concept that literature has its roots in actual places, people, and events. (Junior high, senior high.)

What is a Corporation?—The film differentiates between the three principal forms of business ownership: single proprietorship, partnership, and a corporation. (Junior high, senior high, college.)

Describing an Incident—So often, when we talk to people or write, we want to describe an incident, something amusing or unusual that happened. Here we have an incident poorly described, and the same incident interestingly, completely, colorfully described. (Junior high, senior high.)

Developing Responsibility—This story of a boy and of the dog that he wants

very badly teaches lessons in responsibility that students will understand and remember. They will realize that, although responsibilities often entail hard work, difficult decisions, and missing out on some fun, the rewards, both material and spiritual, more than compensate and that, through planning and determination, a fuller, happier life will be theirs. (Primary, intermediate, junior high, adult.)

Cities: Why They Grow—A city is many things to many people. This picture is concerned with the economic factors which give rise to the growth of cities. (Junior high, senior high, college, adult.)

Spain: The Land and the People—This film journey takes students from Madrid in the north to the fertile river valleys in the south. (Intermediate, junior high, senior high, adult.)

Life on a French Farm—Depicts living for a little while with a typical family in their own home surrounds. (Elementary, junior high, senior high, adult.)

Preserving Food—This home economics film teaches the knowledge and skills necessary to preserve our food. It shows the nature and effect of molds, yeast, bacteria, and enzymes in relation to food spoilage. The reasons behind short-term and long-term methods of food preservation are given and each method clearly explained. (Junior high, senior high, college.)

Each of these new Coronet films is one reel in length and sound, and may be secured through purchase or lease-purchase for \$90 in full color or \$45 in black and white. They are also available through the nation's leading film lending libraries. For a complete catalog and full information on purchase, lease-purchase, preview prior to purchase, or rental sources write to Coronet Films, Coronet Building, Chicago 1, Illinois.

STUDENTS LEARN AND THE COMMUNITY GAINS.—Ten graduate students, under the direction of Dr. Harold Tuttle, director of Lewis and Clark graduate workshop, worked last summer on what has become known as the "Oswego Project." Open to only a select group of graduate students, the workshop was distinctive in that the students conducted the study of the community direct. In the traditional summer workshop, students observe an expert and afterwards discuss what they have observed. To keep this project realistic, the students submitted their final report direct to the school board and city council of Oswego, Oregon, rather than writing term papers.

Oswego was selected as the ideal city for such a study. Early last fall a meeting was called with several city, school, and club officials in the city; and they approved the plan and promised active co-operation. Because this project was experimental, it was decided to keep the enrollment down to twelve or fewer. This assured close supervision of every step of the program. Every student had ample opportunity for conferences with members of the faculty. Daily conference between members of the workshop permitted each member to know what the other members of the group were doing and how the findings of one bore on the problems of others.

The chief value to the student came from his firsthand study of community life. Members of the workshop were in the position, not of students reciting to a teacher, but of trained educators reporting to community leaders. The value to the community lay more in the facts gathered and organized by the members of the workshop than in any recommendations offered by the students. The students were divided into four special interest groups: school curriculum, school budget, cultural interest, and recreation. Each Thursday evening the whole group met in an open forum with interested groups in Oswego. Each meeting the discussion was led by some special group.—*The Pioneer Log* of Lewis and Clark College, Portland, Oregon.

KEEPING THE COMMUNITY INFORMED.—The Wilmington, Delaware, Public Schools, through its superintendent, Ward I. Miller, issues a four-page monthly bulletin, *Our Schools*, for parents and others. Believing that one of the major responsibilities of a school system is that of keeping the public informed of its activities, its philosophy, its growth, its problems, and its needs, *Our Schools* attempts to present these aspects of the Wilmington Public Schools to the Wilmington community. During the past school year, the topics covered were: *September*—Professional Growth; *October*—Exceptional Children; *November*—Vocational Education; *December*—Evening Program; *January*—Wilmington Schools—Community Schools; *February*—The Educational Budget; *March*—The Building Program; *April*—The Physical Fitness Program; *May*—Home and School Relations; and *June*—The Summer Program.

DRIVER EDUCATION AND TRAINING.—The American Automobile Association, Washington 6, D. C., announces the availability of new material for driver education and training courses. New objective tests for *Sportsmanlike Driving* have just been completed. Tests have been prepared as follows: 2 forms for Part 1 of the book, 1 form for Part 2 of the book, 2 forms for Part 3 of the book, 1 form for Part 4 of the book, and 2 forms for the final examination. These tests were developed only after the individual items were administered to several thousand high-school students. Each test consists of 50 items placed in order, with the easiest questions first and the most difficult ones last. Separate test sheets are also available. The price of each of these 8 forms is \$1.15 per hundred. Separate answer sheets are available for all of these tests. There are 500 in the package with one punched scoring key in each package. The cost is \$1.40 per package.

To meet the needs of small high schools that have limited funds for the purchase of driver-testing equipment, the AAA is developing simplified devices and have available kits of parts for building these. One of the first of these to be developed is a simplified distance-judgment test. A complete set of parts for building this is available for \$8.15.

THIRD ANNUAL CAREERS CONFERENCE.—The Leeds High School of Sioux City, Iowa, of which John F. Schmidt is principal, last May held its third Annual Careers Conference. An all-day session was held with opportunity for students to attend four different occupation meetings. The first three

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sessions were each composed of four conferences or groups, while the fourth session had five conferences. The first session which followed a general session for all was composed of the following groups: telephone operating, social work, art mechanics. The second session groups were: sales clerk, secretarial, engineering, professions; the third session groups were: teaching, business management, nursing, agriculture; and the fourth session groups were: military educational opportunities, homemaking, music, literary, and college standards and requirements. Each of the seventeen groups was in charge of a consultant experienced in the field of activity under discussion. The conference closed with a general assembly in which a student from each of the seventeen groups presented a summary of the group discussion.

CUSTODIAL SERVICES.—Every school district is faced with specific problems in the upkeep of its plant facilities. There is now available a guide of 112 pages for use by school administrators and custodians in planning and directing school plants. The publication is entitled *Custodial Services—Repairs and Utilities*. It was prepared by Dr. Cleve O. Westby, Washington State Director of School Building Facilities, during his recent assignment with the United States Army. While prepared originally to guide the maintenance of Army posts throughout the United States, the booklet contains abundant and practical hints, usable in school plants. It may be purchased from the Superintendent of Documents, Washington 25, D. C., at 40 cents per copy.

WHAT SUBJECTS DO NORTH CAROLINA HIGH-SCHOOL BOYS AND GIRLS STUDY?—The May, 1949, issue of the *Bulletin*, a monthly publication issued by the North Carolina State Department of Public Instruction, states that English, mathematics and algebra, citizenship, United States history, general science and biology, and health and physical education are the most popular high-school subjects for North Carolina boys and girls. Perhaps the fact that these are all required subjects has something to do with their popularity. And perhaps when these required subjects are taken, there are very few subjects left in a majority of schools from which other selections may be made. And perhaps also these other subjects which are offered in some schools are not desired by North Carolina boys and girls. Whatever the reasons, the distribution of these boys and girls in accordance with the subjects taken is presented in the following table:

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	722	41,214	232	12,740	954	53,954
English II	708	35,146	225	10,715	933	45,861
English III	693	26,964	221	7,959	914	34,923
English IV	688	21,646	211	5,769	899	27,415
Dramatics	48	1,357	15	365	63	1,722
Speech	29	714	6	112	35	826
Journalism	51	1,013	5	137	56	1,150
Spelling	69	6,541	20	1,261	89	7,802
Debate and Public Speaking	4	58	0	0	4	58
Library Science	12	210	1	31	13	241

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Language Arts	0	0	1	40	1	40
Misc. (Contemporary literature, remedial)	4	49	0	0	4	49
Stage Craft	1	32	0	0	1	32
MATHEMATICS:						
General Mathematics I.....	525	25,455	202	11,231	727	36,686
General Mathematics II.....	0	0	18	512	18	512
Algebra I	684	33,620	197	8,837	881	42,457
Algebra II	368	13,096	75	2,803	443	15,899
Plane Geometry	493	12,738	139	3,931	632	16,669
Solid Geometry	35	700	6	145	41	845
Trigonometry	37	767	0	0	37	767
Basic Mathematics, Arithmetic	22	430	0	0	22	430
College or Advanced Algebra	23	534	0	0	23	534
Textile Mathematics	1	24	0	0	1	24
Survey Mathematics	1	23	0	0	1	23
Consumer Mathematics	6	126	0	0	6	126
Practical Mathematics	1	17	0	0	1	17
SOCIAL STUDIES:						
Citizenship	533	27,203	181	10,102	714	37,305
World History	382	13,025	142	5,715	524	18,740
United States History	629	27,805	191	7,216	820	35,021
Economics	438	9,594	139	3,481	577	13,075
Sociology	440	9,538	135	3,094	575	12,632
Problems	46	1,249	43	1,170	89	2,439
Geography	213	5,063	52	1,434	265	6,497
Government	5	465	0	0	5	465
Ancient History	9	489	5	226	14	715
Modern History	10	230	7	235	17	465
North Carolina History	1	13	8	697	9	710
Latin American History	2	56	0	0	2	56
Current History	2	31	0	0	2	31
International Relations	2	90	0	0	2	90
Occupational Guidance	10	716	8	197	18	913
Negro History	0	0	13	534	13	534
SCIENCE:						
General Science	521	22,489	189	9,325	710	31,814
Biology	677	34,369	215	9,997	892	44,366
Chemistry	310	7,206	124	4,224	434	11,430
Physics	244	4,534	82	2,062	326	6,596
Senior Science, Physical Sciences	6	164	0	0	6	164
Aeronautics	1	94	0	0	1	94
HEALTH AND SAFETY:						
Health	532	32,209	135	9,497	667	41,606
Hygiene	1	15	0	0	1	15
Driver Education	23	677	2	48	25	725
Safety and First Aid	7	193	0	0	7	193
PHYSICAL EDUCATION	618	49,610	168	9,067	786	58,677
ART, ARTS AND CRAFTS	34	1,544	13	925	47	2,469
MUSIC						
Glee Club, Chorus, Choir, etc.....	112	6,823	18	1,401	130	8,224
Orchestra and Band	84	4,273	21	804	105	5,077
Music Appreciation	2	29	0	0	2	29
VOCATIONAL:						
Agriculture I	377	6,985	93	2,294	470	9,279
Agriculture II	358	5,489	93	1,565	451	7,054

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Agriculture III and IV	336	4,893	74	1,094	410	5,987
Home Economics I	588	17,918	157	6,006	745	23,924
Home Economics II	562	12,596	152	4,244	714	16,840
Home Economics III and IV	346	4,844	103	2,426	449	7,270
Industrial Arts	60	3,194	24	1,294	84	4,488
Mechanical Drawing	28	1,047	2	44	30	1,093
Diversified Occupations	22	550	11	244	33	794
Distributive Education	19	547	0	0	19	547
Vocational Shop and Trades, Sheet Metal, Electricity, etc.....	43	1,198	44	1,141	87	2,339
Printing	5	91	0	0	5	91
Radio	3	75	0	0	3	75
Cosmetology	1	77	0	0	1	77
Textiles	1	23	0	0	1	23

BUSINESS EDUCATION:

General Business	173	5,979	25	805	198	6,784
Typewriting I	432	17,928	46	1,260	478	19,188
Typewriting II	331	6,699	20	323	351	7,022
Business Arithmetic	114	3,536	23	688	137	4,224
Elementary Bookkeeping	226	5,254	9	209	235	5,463
Advanced Bookkeeping	18	241	0	0	18	241
Shorthand I	242	4,164	18	383	260	4,547
Shorthand II	89	892	9	93	98	985
Business English	24	638	2	28	26	666
Salesmanship	8	196	0	0	8	196
Business Law	25	527	2	74	27	601
Business Geography	7	234	0	0	7	234
Secretarial and Office Practice	13	159	1	18	14	177
Banking	1	5	0	0	1	5
Consumer Economics	1	20	0	0	1	20
Business Machines	1	83	0	0	1	83

FOREIGN LANGUAGE:

French I	495	9,642	153	4,409	648	14,051
French II	437	5,893	145	2,909	582	8,802
Latin I	148	4,914	15	535	163	5,449
Latin II	127	3,317	14	357	141	3,674
Latin III	5	75	0	0	5	75
Latin IV	4	55	0	0	4	55
Spanish I	92	3,212	4	116	96	3,328
Spanish II	79	1,787	3	66	82	1,853
Spanish III	1	19	0	0	1	19

OTHER SUBJECTS:

Psychology	4	140	0	0	4	140
Bible	90	5,322	1	4	91	5,362
R. O. T. C.	1	300	0	0	1	300

ENROLLMENT BY GRADES

Ninth	42,708	14,001	56,709			
Tenth	35,301	10,626	45,927			
Eleventh	27,965	7,920	35,885			
Twelfth	22,763	5,814	28,577			
Total	730	128,737	226	38,361	956	167,098

A FILM ON TOWN PLANNING.—When the war was over, public interest in Britain turned from war communiques to the problems of readjustment to peace-time conditions and to social and economic questions. Keeping pace with current interest, British government film production saw the need to keep

people informed about the latest developments. To explain new legislation, the Central Office of Information made plans to produce a series of technical cartoons, starring "Charley" who represents the average Briton. These "Charley" films are now available in the United States, and one of them is of special interest to those in the field of town planning. This film (9 min., rental, \$2.50) is produced for the Ministry of Town and Country Planning. It shows the importance of town planning in a modern industrial society. Drab, congested houses, ugly factories, and smokey streets were all a legacy from the Industrial Revolution. Tired of unpleasant living conditions, Charley decides to turn the theories of town planning into practice. He conjures up a new town with spacious residential areas, convenient shopping and amusement centers, and modern, healthy factories. For complete information, write to British Information Services, 30 Rockefeller Plaza, New York 20, New York.

A NEW MAGAZINE GIVING THE INTERNATIONAL PICTURE.—The *United Nations World* (address, 510 Madison Avenue, New York 22, New York), a new monthly magazine, is being published with the purpose to interpret the significance and the meaning behind all the confusing and unrelated events of international import. Vividly, yet scholarly portrayed, are the nations, their leaders, their motives, and the hopes and desires of their people. It is a factual and sympathetic mirror of the struggles and hopes of the peoples of the world toward permanent globular peace, international understanding, and world friendship. This magazine is available from the above address at \$3.00 per subscription (12 issues) per year.

OHIO'S HIGH-SCHOOL PRINCIPALS' DISCUSSION GROUPS MEET.—Dr. L. N. Drake, principal of the Mound Junior High School of Columbus, Ohio, and State Co-ordinator of the Ohio High-School Principals' Association, in submitting his annual report of discussion group meetings in his state, states that his state is divided into seven regions with a high-school principal serving as regional co-ordinator. During the past year, twenty-one active discussion groups meet with approximately 1,000 persons in regular attendance. As an aid to these groups in discussing problems at their meetings, a list of "Guiding Principles for Discussion Groups" and a bulletin of "Suggested Topics for Discussion" was developed. He states that the Discussion Group Project "has had a phenomenal growth and interest in the past few years."

Guiding Principles for Discussion Groups

1. The Ohio High-School Principals' Association sponsors the organization of Discussion Groups over the state as part of the state association.
2. This association provides State and Regional Co-ordinators for the purpose of promoting, assisting, and encouraging the Discussion Groups to conduct professional discussions of problems pertinent to high-school administration and to educators of the area served by each group.
3. Each Discussion Group should elect a president, vice-president, and secretary-treasurer, each of whom should be a high-school principal and a member of the association. The president should appoint a program committee of three or more to be responsible for the programs of the year.

4. There should be no dues, but collections may be taken occasionally to defray expenses of postage, entertainment of guest speakers, and other needs.
5. The Discussion Group welcomes high-school principals, school superintendents, interested teachers, college instructors, and all educators of the area.
6. Discussions should be conducted on a high professional level. The meetings should minimize business and irrelevant activities, promote good fellowship, and be prompt in beginning and ending.
7. It is desirable to use discussion topics suggested by the State Co-ordinator and Executive Committee of the state association so that all may have an understanding of the aims, ideals, and activities of the parent association. Discussion of other topics proposed by members of the group is encouraged.
8. The State Co-ordinator and Regional Co-ordinator should be placed on the mailing list of all Discussion Groups.
9. A report at the end of each school year should be made to the State Co-ordinator and Regional Co-ordinator relative to the (a) number of meetings held, (b) highest attendance, (c) total yearly attendance, (d) topic of most interesting meeting of the year, and (e) names and addresses of new officers.
10. Participation in the discussions by every member is of prime importance. Lengthy speeches by invited speakers and extended comments by any one member tend to defeat the purpose of a discussion group. A large attendance may sometimes be divided into groups for a part of the time, but always reassemble and bring back to the entire group the conclusions reached. A panel composed largely of group members has proved effective in stimulating thinking and in provoking discussion.

INFORMATION ON FOREIGN AFFAIRS.—The Department of State, Washington, D.C., has two publications which contain articles by leading policy officers of the Department, and offer comprehensive new statements on the United States' plans and objectives in the field of international affairs. These articles appear each week in the *Bulletin* and each month in *Documents and State Papers*. The weekly publication, the *Bulletin*, contains the most authoritative documentary record of our government's policies, decisions, and operations in the field of foreign political and economic relations. A single subscription may be placed with the Superintendent of Documents, Washington 25, D. C., for two dollars to cover a period of four months, while issues for a full year cost only five dollars. The other publication, *Documents and State Papers*, appearing monthly, provides, as a complement to the *Bulletin*, long range information in the field of international relations, the Department of State, and the Foreign Service. The cost for a full year is three dollars from the Superintendent of Documents.

EDUCATIONAL THEATRE COMES OF AGE.—Today, almost a third of all American colleges and universities offer degrees in drama and theatre. Of the

country's liberal arts colleges alone, almost four-fifths offer at least a single course in theatre, the typical offering being at least three such courses. Last year, 97 Master's degrees and 16 Doctorates were awarded to theatre candidates the country over. The production programs in these colleges and universities, and in the 22,000 high schools and hundreds of children's theatres that now feed them, have grown in like fashion. In a single year, at a single American university, in a community of middle size, the University of Utah Theatre has played to more than 60,000 people. Moreover, the Universities of North Carolina, Minnesota, Washington, and a dozen others plan new theatres. More theatres are in process of creation or about to be started in educational institutions in the State of California alone than have been built in the professional theatre's first city over the past 30 years. To encourage and develop high standards in production, as well as in teaching and scholarship, the American Educational Theatre Association was founded in 1936. It now has more than 1,500 members, from college and university, high school, children's theatre, and other interested groups in every state in the Union and an ever-widening area nearby. Moreover, through its affiliation with other national and regional agencies, AETA maintains a proper interest and influence in theatre activities beyond its normal scope. Through the National Thespian Society, for example, it maintains contact with almost a thousand additional secondary-school programs; and the Thespians, as well as other similar groups, have voting representation on the AETA Advisory Council. The Association, under the editorship of Barnard Hewitt of the University of Illinois, published the first issue of a new *Journal* in October in a format similar to the *Quarterly Journal of Speech*. Another issue will appear in December and additional ones in 1950. Eventually this new publication called the *Educational Theatre Journal* will become a quarterly.

INFORMATION ON PAN AMERICA—The *Pan American* published at 1150 Avenue of the Americas, New York 19, New York, is a monthly publication covering current hemisphere events in an up-to-date and objective manner. The publication is interestingly written by authorities on the topics covered. It also contains many interesting and well-chosen pictures which not only add to the attractiveness of the magazine, but are also effective side lights to the articles. Single subscriptions may be secured at the above address at \$3.00 a year or at \$2.00 each per year when five or more student subscriptions are received from one school.

11-YEAR PUBLIC SCHOOL SYSTEMS DISAPPEARING—The 11-year system in public schools is gradually vanishing in the United States. During the past ten years the few states which made use of the 11-year system have extended it to one of 12 years, according to a study made by David T. Blose, Educational Statistician, Office of Education, Federal Security Agency. Mr. Blose points out that the seven states in the nation which have had all or a part of their public schools under the 11-year system in 1937-38 have either already extended their systems to twelve years or are in the process of doing so. These states are Georgia, Louisiana, Maryland, North Carolina, South Carolina,

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Texas, and Virginia. North Carolina, South Carolina, and Texas already have adopted the 12-year system. Louisiana, which had only one or two per cent of its children in 12-year schools last year, will have all of its children in 12-year school systems this year. Maryland has a 99 per cent enrollment in the 12-year system; Georgia, 95 per cent; and Virginia, 41 per cent.

A SURVEY OF 78 ILLINOIS HIGH SCHOOLS—Howard E. Bosley of Southern Illinois University made a survey last Spring of 78 high schools in sixteen Illinois counties. Following is a list of the subjects offered with the number of schools offering them indicated:

Mathematics—algebra, 71; plane geometry, 66; practical mathematics, 55; solid geometry, 34; trigonometry, 33; advanced arithmetic, 2.

Science—biology, 67; general science, 61; physics, 51; chemistry, 36; physiology, 25; physiography, 15; zoology, 1; social aeronautics, 1; consumers' science, 1.

Music—chorus, 50; band, 45; composite course, 8; appreciation, 4; harmony, 1; theory, 1; orchestra, 1.

Household Arts—homemaking, 40; clothing, 9; foods and nutrition, 7; home economics for boys, 1.

Language Arts—English, 78; journalism, 8; dramatics, 1; radio, modern literature, 1; current literature, 1; remedial reading (not mentioned in any high school as a special subject).

Social Studies—U. S. History, 68; world history, 60; geography, 50; economics, 49; civics, 44; community civics, 34; sociology, 29; safety, 11; social problems, 9; ancient history, 4; modern history, 3; medieval history, 3; conservation, 3; psychology, 3; citizenship, 2; Latin-American history, 1; American government, 1; international relations, 1; social problems, 1; vocations, 1.

Physical education—boys, 72; girls, 64; basketball, 66; baseball, 47.

Business education—typewriting, 65; bookkeeping, 58; general business, 43; business arithmetic, 23; business law, 17; office practice, 15; distributive education, 1; advanced stenography, 1; library assistant, 1; commercial geography, 1.

Art—sketching, 1; vocational, 1; theory in general art, 1.

Foreign Language—Latin, 34; Spanish, 18; French, 12; German, 2.

Agriculture—general agriculture, 24; soils and crops, 11; animal husbandry, 19; farm mechanics, 6; farm management, 6; dairying and poultry raising, 1; vocational agriculture, 1.

Trades and Industries—general shop, 17; mechanical drawing, 16; woodworking, 12; building trades, 5; machine shop, 5; auto mechanics, 3; electricity, 2; metal work, 2; printing, 2; cabinet making, 1; photography, 1; nursing, 1.

Courses consistently found in more than half of the 78 high schools are those of the academic, college preparatory type, which for the most part were

found in the earliest American high schools. A review of the newer courses found in southern Illinois high schools reveals a large variety when all the schools are considered as a group. However, the newer courses are offered in a very small number of schools. Fifty-one such courses are found in ten per cent or less of the schools. Forty-four of the courses were mentioned by five per cent or less of the schools, and 28 were mentioned only once.

The high schools studied are especially deficient in business education, agriculture, music appreciation, instrumental training in music other than band work, and trades and industries, including such courses as journalism, distributive education, building trades, machine shop, auto mechanics, electricity, metal working, and printing. Curriculum offerings in the social studies are deficient in certain types of courses which emphasize the principles and responsibilities of democratic living, such as conservation, American government, international relationships, and social problems. Few high schools are assuming any responsibility for such special services as physical examinations for all students, dental care, lunch programs, personal adjustment, adult education, and community services. Only 16 high schools reported a noon lunch program, and 6 reported dental examinations. Some conclusions reached in the survey were:

1. Subjects listed most frequently indicate that most southern Illinois high schools offer traditional college preparatory curricula. Newer courses of the types recently introduced into the modern American high school occur with disturbing infrequency in the high schools of these 16 counties.

2. Curriculum enrichment is needed, especially in the fields of music, art, handicrafts, homemaking, and speech. More attention should be given to the health needs of pupils, to social adjustment of individuals, and to the discovery and development of individual aptitudes. Schools should give greatly increased attention to making new provisions for meeting the needs of individuals and communities.

3. It would seem that, as a rule, the southern Illinois child attends schools which do little to adjust their program to his needs, and which possess little concern for his abilities other than those which make him a more or less effective consumer of traditional subject matter.

4. Among the observable reasons for deficiencies in offerings and services in southern Illinois schools are: (a) insufficient money to provide added courses and services, (b) lack of specially trained teachers, (c) lack of adequate space and equipment, (d) the effect of tradition and precedent on the part of many citizens and professional people, (e) the effect of requirements imposed by accrediting agencies, (f) the example and sometimes the influence of institutions of higher learning, (g) the inadequacy or absence of specially prepared off-campus courses and similar professional growth experiences for teachers, supervisors, and others members of the public school staff, and (h) inadequate analysis of community and regional needs.

5. Many southern Illinois schools are too small to provide those offerings and services which are expected of good schools. Approximately three fourths

of the high schools in the 16 counties studied have enrollments of 300 pupils or less. Seventy-eight high schools exist in 16 counties, in territory which is not thickly populated. More than a third of the high schools enroll fewer than 100 pupils. Most of the elementary schools are also too small.

6. School district enlargement, financial assistance to poor districts, better trained teachers, well-qualified supervisory personnel, improved in-service teacher development plans, and better school plant facilities seem to constitute some of the most obvious needs of this area.—*Illinois Education*, April, 1949.

DEVELOPING A PUBLICITY PROGRAM FOR THE HIGH SCHOOL—Mendota, Illinois. High-School Board of Education asked a local public relations firm to help gain the wholehearted community and rural support needed for healthy expansion. Two representatives of the public relations organization began to attend every semimonthly meeting of the school board. Here they not only picked up spot news for news releases, but they were also active in formulating policy when public attitude was affected. They advised encouraging good will in local merchant relationships (such as purchase of class rings where local jewelers would be affected). They organized school exhibits for public events, as at the county fair. They suggested and carried out assignments for which they were particularly suited—participation in round-table discussions on the problems of setting up public relations policies, organization of the Mendota High-School Broadcasting Council, and similar projects.

Newspaper stories were perhaps the most sure-fire methods for constant dissemination of news. Mendota's weekly newspaper agreed to co-operate in giving full play to newsworthy items—both spot news and feature articles—on the various phases of school activity. Since the weekly's staff was limited, an ex-newspaperman on the public relations staff prepared practically all releases in news style. These newspaper accounts were climaxed at the start of the school year with a special school edition, chiefly devoted to the opening of school and carrying photographs of all schools in town, with this entire section written by the public relations agency. In addition, high-school functions as newsworthy as the homecoming parade were pictorially covered by the paper itself, with full-page photographic display. All, perhaps, summed up the "unqualifiedly recommended" rating given the school by the North Central Association for many years.

Politically, the public relations advisers were faced with three problems: annexation of nonhigh-school territory, tax matters, and budget appropriations. The board and its publicity department worked constantly to create a favorable impression for the school in surrounding rural areas. No high pressure tactics were used; merely sufficient publicity to "make them want to come to Mendota." When a territory reached the petition or voting stage, newspaper articles pointed out the advantages for annexation—tuition *versus* small tax rate increases, free bus transportation to and from school, and rural representation on the school board by three members elected from rural districts to give country taxpayers a strong voice on school matters.

In tax and budget matters, full publicity was given the "reasons why" for tax increases and full accounting for current expenditures. Board members wanted the taxpayers to know how their money was spent and why. Taking the public into their confidence in these matters opened the door to a fuller understanding. From time to time, matters of policy and planning called for services which could be handled best by public relations. One such matter, laid completely in the laps of the counselors, was the organization of the Mendota High-School Broadcasting Council.

The high school wanted and needed its own public address system for football, basketball, and auditorium events. Annual rental for such equipment had proved too costly. But with the budget cramped, the question arose: How to raise the almost one thousand dollars needed without soliciting donations? So, at the suggestion of the public relations firm, the Broadcasting Council was formed. A plan of organization was presented which divided the junior and senior classes into five "radio" committees—sales, copy-writing, traffic, announcing, and engineering—each planned under an interested and experienced faculty adviser.

In a plan utilizing the educational values of drives, 30-second commercial announcements were sold to local merchants for "broadcast" at football and basketball games and other public events. Each two-year contract signed gave each sponsoring merchant 25 commercial spots per year for a two-year period at the cost of \$25. The students took up the project willingly, with the understanding that any sales above the cost of equipment would be profit for the class treasuries. At the close of this past football season, the juniors and seniors had paid for the equipment.

The community, too, is being made more conscious of the school's fine physical plant by making the building available to civic organizations for special programs and events. The local community concert series is presented in the school auditorium. Special student assemblies featuring nationally famous personages are open to the public. The school cafeteria is always available to annual service club banquets, the annual Farmers' Night dinner program, and other civic events that are generally common in all communities of this size.

BETTER LIGHT FOR THE SCHOOLROOM.—Incandescent light bulbs today are undergoing an overhauling as great as any that has taken place since the frosted lamp became available in the mid-twenties. One of the major advances most apparent to the consumer's eye is a new interior coating for frosted bulbs that appreciably improves appearance and reduces glare without sacrificing light output. Developed jointly by Monsanto Chemical Company in St. Louis, Missouri, and Champion Lamp Works in Lynn, Massachusetts, the new coating of silica provides greater diffusion of light and a cleaner, whiter appearance. These advantages are obtained by coating the inside of the bulb with very fine silica produced by Monsanto and applied to the bulb by a process developed by Champion. The process and coating were perfected to give an even brightness over the entire surface of the bulb and eliminate glare

or bright spots. Greater diffusion was made possible by careful selection of properly-sized silica materials to produce a light source of uniform brightness, minus the prominent bright spot in the center that is characteristic of most existing inside frosted lamps.

The new white lamps produce the same amount of light and have the same physical dimensions as earlier inside frosted lamps. The major difference between the two is in the degree of diffusion provided and the appearance of the bulb. Lighted or unlighted, the new lamp is much whiter in appearance. It has a uniform brightness when lighted that provides a softer light easier to look at and to see by. Although addition of the new silica coating increases light absorption by three per cent, the new lamp has a performance equal to or slightly better than that of an equivalent frosted lamp. The regular frosted 100-watt incandescent lamp produces between 1620 and 1640 lumens of light output and on a wattage efficiency basis gives 16.2 to 16.4 lumens per watt. The new lamp, with greater light diffusing effect, gives identical light output and the same lumens per watt. Tests have shown that there is noticeably less darkening of the bulb of the new white lamp than with the ordinary inside frosted type for the same number of burning hours.

COLOR FILMSTRIP ON NEA SERVICES NOW AVAILABLE.—*You and the NEA*, the new filmstrip, describing the association's services to the teachers and children of the nation, is now available from National Education Association headquarters. The 98-frame, 35-mm. filmstrip tells the story of the world's largest professional organization from the screen in color. The filmstrip is designed to help do two things: (1) provide a graphic means of reporting to members the NEA services and (2) help acquaint all teachers with the services made possible by the national professional organization working in close co-operation with the local and state associations. Kodachrome photographs of the profession at work illustrate the headway teachers have made through local, state, and national organizations. Progress toward better salaries, better retirement plans, job security, better school budgets, better teaching, and better public attitudes is described.

You and the NEA presents cases which demonstrate the ways in which all of the resources of the NEA are constantly at work for its members. It describes the continual contributions made to the advancement of the profession through the activities of the 29 departments, 15 headquarters divisions, and 24 committees and commissions of the NEA. The new filmstrip graphically presents the three major objectives of the NEA: (1) to advance the interests of the profession of teaching—the welfare of the teacher as an individual; (2) to elevate the character of the profession of teaching—the improvement of the quality of teaching brought by the teacher to the pupil; and (3) to promote the cause of education—the improvement of the relationship between teacher, students, and the community. The filmstrip and accompanying script may be ordered from the NEA for \$2.00 or obtained on a loan basis from your state education association.

TRAVEL SERVICE ANNOUNCES PLANS FOR CHRISTMAS TOURS.—

Plans are being made for a new series of holiday tours to be conducted during the Christmas season by the NEA Division of Travel Service. Tour areas will include New Orleans and Mexico. Itineraries for the tours are announced in the October issue of the *NEA Journal*.

AAAS MEETS IN NEW YORK CITY, DECEMBER 26-31, 1949.—The American Association for the Advancement of Science will hold its 116th meeting in the Penn Zone hotels of New York, Dec. 26-31, 1949. All seventeen sections and subsections and 53 societies are participating, and there are more exhibitors than ever before. It is indicated that the attendance will be the largest in the Association's 101-year history. All members of the NASSP, especially those in the metropolitan area of New York and those who find it convenient to be in the city at that time, are cordially invited to attend the sessions, the Science Theatre, and the special events. There will be symposia on physics, botany, zoology (steroid hormones), science in general education, and the improvement of the teaching of science on the college level—all by outstanding authorities.

The American Association for the Advancement of Science, founded in 1848, is the only national body representative of all the sciences. With its 211 affiliated and associated societies and state academies of science, it is by far the largest and most influential scientific organization in the world. These affiliates are grouped into seventeen sections and subsections—from A-Astronomy to Q-education—each administered by a committee of six, including chairman and secretary in addition to representatives of societies affiliated with the section. The Association has about 45,000 individual members, most of whom elect to receive either *Science*, a weekly journal primarily for technical scientists, or *The Scientific Monthly*, an authoritative less technical treatment of progress in science. A member of the AAAS may receive both publications at a special combination rate by adding \$3.50 to the annual dues of \$6.50. The AAAS seeks not only to further co-operation among scientists in all the diverse fields, but also it is increasingly concerned with the improvement of human welfare and in a better public understanding of the interrelations of science and human progress. The sections are broad enough to include not only all professionally trained scientists who appreciate the place of science in our contemporary civilization, but also any person interested in science who wishes to keep informed and who is concerned with the proper integration of science and human society. With great governmental research agencies on the increase and impending social legislation with scientific aspects, more than ever a strong, unified scientific association, representative of the clearest thinking in science, is needed.

FILMS ON AMERICA'S RESOURCES.—The following films and filmstrips are available through Flory Films, Inc., 303 East 71st Street, New York 21, New York. If the nearest rental source does not yet have these prints, contact can be made direct with the company. A print for preview purposes may be re-

ured if purchase is contemplated. All prices F.O.B. New York; sale prices subject to 10 per cent educational discount.

AIRLIFT TO BERLIN (11 min., black and white or color. Sale: \$50 & \$90; rental: \$2 or \$3.50 per first day.) Shows how the airlift worked, its regularity, what it meant to Berliners. Fine shots of postwar Berlin, remains of famous landmarks, how Berliners are rebuilding their city.

ALASKA: GLOBAL CROSSROADS (11 min., black and white or color. Sale: \$50 and \$90; rental: \$2 or \$3.50 per first day.) Fishing, canning, lumbering, mining, fur farming are highlighted, as well as the racial governmental, and health problems of the territory. Included are some excellent scenes of present-day Eskimo life.

ANCIENT EGYPT (65-75 frames, silent filmstrip. \$3.00 each or six for \$15.00, plus 5 cents postage for each filmstrip.) Pictures of everyday life, showing food, clothing, shelter, work, and play—from wall paintings, sculpture, architecture.

ANCIENT GREECE (65-75 frames, silent filmstrip. \$3.00 each or six for \$15.00, plus 5 cents postage for each filmstrip.) How the Greeks worked, dressed, ate, played, and worshipped.

ANCIENT ROME (65-75 frames, silent filmstrip. \$3.00 each or six for \$15.00, plus 5 cents postage for each filmstrip.) Varied examples of Roman construction, costume, description of work, play, government, etc.

COAL COUNTRY (18 min., black and white or color. Sale: \$90 & \$180; rental, \$3.50 or \$5.50 per first day.) The story of surface and underground mining shows coal coming from a rich vein in West Virginia. Formation of veins of coal is explained, as well as the importance of coal—our most valuable mineral resource—in the nation's economy.

PAPER FORESTS (11 min., black & white only. Sale: \$45; rental: \$2 per first day.) It takes a year from the time a tree is felled until it becomes your daily newspaper. From vast Canadian forests, one of the chief sources of U.S. paper, the story of men who brave many hardships and hazards is told graphically through every phase of their work—cutting trees, hauling them to rivers, coping with the spring thaw, driving the logs downstream to sortings bins, and finally arriving at the paper mill.

PROPER STEPS (9 min., black & white only. Sale: \$45; rental: \$2 per first day.) Based on medical research by a distinguished doctor, this health film points out common foot abuses in walking habits.

SITTING RIGHT (9 min., black and white or color. Sale: \$50 or \$90; rental, \$2 per first day.) The technique of sitting correctly. loom, and weaving a piece of cloth.

WEAVING HOMESPUN (11 min., black & white only. Sale: \$45; rental: \$2 per first day.) The film depicts, step by step, the shearing of sheep, washing and carding of wool, spinning the thread, winding the skeins, dressing the

The Book Column

Professional Books

ADAMS, FAY; GRAY, LILLIAN; and REESE, DORA. *Teaching Children To Read.*

New York 10: Ronald Press Co. 1949. 535 pp. \$4.00. Reading is demanded of the child almost hourly in his school work; if he fails in reading, he will experience failure in practically every other field. To be a well-adjusted child and later a well-integrated adult, the individual needs to read skillfully at every school level. It is significant that a large proportion of juvenile delinquency cases have also proved to be remedial reading problems. Any phase of life which so profoundly influences the child merits the most careful study of all who work with children, and demands the use of techniques that have been tested and have proved their practical value in the classroom. This book covers the upper grades as well. Chapters included on the secondary level are: "Learning More About Reading: Intermediate and Upper Grades"; "Reading in the Secondary School"; "Promoting Security in Word Recognition"; "Reading in the Content Fields"; "Corrective Reading in the Classroom"; "Selecting the Materials of Instruction"; "Raising Standards and Increasing Appreciation"; and "The Appraisal of Growth in Reading."

BOLDUAN, C. F., and N. W. *Public Health and Hygiene.* Philadelphia: W. B. Saunders Co. 1949 (4th edition). 433 pp. \$4.25. In their endeavor to maintain this manual as a reliable guide to current public health knowledge, organization, and practice, the authors have not only thoroughly revised the text, but have also added much new material. The additions have been made necessary by considerable advances in scientific knowledge, especially in the departments of chemistry and medicine.

BOVARD, J. F.; COZENS, F. W.; and HAGMAN, E. P. *Tests and Measurements in Physical Education.* Philadelphia: W. B. Saunders Co. 1949 (3rd edition). 410 pp. \$4.50. This book aims to present the field of measurement in physical education as it has come down to us. Its purpose is to assist the student and teacher to understand the place and importance of measurement in the teaching process and to be familiar with the tools of scientific measurement now available in physical education. This text will also serve as background for those who are active in the continued research which is necessary to progress in this field. The text is divided into three parts: "The Status of Measurement," "The Tools of Measurement," and "The Theory and Practice of Test Administration."

Calendar of Campus Activities, 1949-50. Los Angeles 41: John H. McCoy, Occidental College. 1949. \$2.50. This book contains 400 new tested ideas. It gives practical helps for colleges and secondary schools. Some of the items included are: examples of school literature, latest fund-raising material, best public relations bibliography, new section of helpful tips, and ideas for every day, for bond campaigns, for alumni and PTA, and for school publicity.

CHAMBERS, M. M., and EXTON, ELAINE. *Youth, Key to America's Future*. Washington 6, D. C.: American Council on Education. 1949. 125 pp. \$2.00. This book was prepared under the auspices of the Committee on Youth Problems as a supplement to a previous volume of the same kind published by the American Youth Commission ten years ago. During the intervening decade, social changes have been many and swift, but the care and education of America's young people are now fully as much a matter of prime national and community concern as they were in the days of depression and in the days of war. The service undertaken in this volume is that of bringing together in organized and classified form some representative selections from the vast volume of material which has been recently published in the United States (1943-48) about the problems and prospects of the nation's youth. This volume is more than an annotated bibliography. It includes extremely concise summaries or brief quotations which in themselves will be valuable information and help to all persons interested in youth. The annotations are sufficiently complete to provide more than the usual basis of determining those publications which the reader will wish to procure for further study.

Committee on High-School Geography of the National Council of Geography Teachers. *Geography in the High School*. Bloomington, Illinois: McKnight and McKnight. 1949. 403 pp. \$3.50. This new volume of the Geographic Education Series brings together valuable teaching helps for a more effective emphasis on geography in high school. The sixty chapters contained in this book have been carefully selected from the *Journal of Geography* by a committee and have been edited and arranged to provide a wide range of suggestions for the selection and presentation of geographic materials. Each chapter reflects resourceful and creative teaching from actual situations of thirty-nine successful teachers. The material is arranged in eight major groups as follows: "Nature and Value of Geography in the High School," "General Techniques," "Economic," "Global," "Political," "Conservation," "Meteorology," and "Study of Local Community."

DENT, H. C. *Secondary Education For All*. London, E. C. 4, England: Rutledge and Kegan Paul, Broadway House, 68-74, Carter Lane. 1949. 232 pp. 8 shillings, 6 pence net. The Education Act of 1944 made a period of secondary education compulsory for every boy and girl in England and Wales. Similar acts have done the same for Scotland and Northern Ireland. Secondary education now obtains for all throughout the United Kingdom of Great Britain and Northern Ireland. An unprecedented experiment of the utmost importance has thus been launched. What course will it take? How valuable will it prove? Many years must elapse before answers to these questions will be known, but they will be known the sooner and with more certainty if continuous critical study of the experiment is made as it proceeds. This book is offered as a contribution to such study. It contains a brief survey of the routes by which England arrived at secondary education for all, an examination of the present position, and some suggestions for the future.

DIFFOR, J. W.; HORKHEIMER, M. F.; and FOWLKES, J. G. *Educators Guide to Free Films*. Randolph, Wisconsin: Educators Progress Service. 1949 (ninth annual edition). 362 pp. \$5.00. This is a professional, cyclopedic service, on multisens-

sory learning aids. This edition replaces all volumes and supplements which have preceded it. It is a complete, up-to-date, annotated schedule of free films—bringing the compiled information on free films for immediate use within the covers of a single book. Many films “rented” to schools by other agencies are free from sources listed in this *Film Guide*. This ninth annual edition lists 1,716 titles of films, 511 of which were not listed in the previous edition. All new titles are starred. The films are classified under five major headings: Applied Arts, Fine Arts, Health Education, Science, and Social Studies, with each in turn further subdivided.

Directory of Private Business Schools. Washington 9, D. C.: National Council of Business Schools. 1949. 32 pp. A handbook for vocational advisers and guidance officers. The Council believes “that at least 95 per cent of all private business schools in the United States that are able to meet the educational and ethical requirements of the Council are contained in this Directory.”

The Forty-Eight State School Systems. Chicago 37: Council of State Governments, 1313 East 60th St. 1949. 256 pp. \$4.00. Comprehensive data on the public and elementary school systems of all the states are presented in this volume, the first such study produced by an agency of the states themselves. The Governors’ Conference in 1948 requested the Council of State Governments to undertake the project, and a professional research staff gathered the facts for the Council, securing them chiefly through the governors’ offices and the state departments of education. The study presents data for 1947-48 and previous years pertinent to the evaluation and improvement of the state school systems. In text, tables, and charts, it deals with the current educational situation in the states, the characteristics of state educational organization and administration, significant aspects of local organization and administration, conditions affecting the teaching personnel, provisions for school plant and other physical facilities, and finance practices.

On local school organization and administration, for example, tables show the number of districts in each state; the number of these employing nine teachers or fewer, and forty teachers or more; and the number of districts that operate elementary schools only. A section on administration of teaching personnel deals with qualifications of the teachers employed, teacher supply and demand, and teachers’ salaries. Tables and graphs set forth for each state the percentage of teachers with specific amounts of college preparation and the percentages falling within designated salary brackets. Average annual salaries for 1937-38, 1941-42, 1945-46, and 1947-48 are shown, both in actual terms and adjusted according to Consumers’ Price Indices. Similarly detailed state-by-state data are presented on current expenses per pupil, as on school plant, state aid for education, state organization, and other important factors. Sixty-two tables and twenty-one charts support the text. The book shows that the states have achieved encouraging progress in improving their school systems and also that much remains to be done. Conclusions are presented on means for future progress.

JOHNSON, A. W., and YOST, F. H. *Separation of Church and State in the United States.* Minneapolis 14: University of Minnesota Press. 1949. 286 pp. \$4.50. This

book is more than a revised and enlarged edition of Dr. Johnson's *Legal Status of Church-State Relationships in the United States*. Besides rewriting and bringing up to date much of the original material, the authors have added a number of chapters dealing with subjects that have gained prominence in recent years: citizenship and the bearing of arms, saluting the flag, distribution of religious literature, and freedom of speech for Communists. Such recent cases as the Supreme Court decision in *McCullum vs. Board of Education*—better known as the Champaign, Illinois, case—are discussed in some detail.

School administrators will find the book of great practical value, for it deals predominantly with church-state relationships in the public schools, one of the chief areas of conflict. These conflicts include such questions as Bible reading and religious instruction in the public schools, dismissed and released time for religious education, the allowing of credit for religious instruction, public aid to sectarian schools, the wearing of religious garb, furnishing free textbooks, and transportation for students in parochial schools.

LEAVITT, R. K. *Common Sense About Fund Raising*. New York 17: Reuben H. Donnelley Corp., 305 E. 45th St. 1949. 75 pp. \$1.00. The author presents his own answer to two fund-raising plans by comparing his analyses of claims of the Super Fund advocates with the claims of those who crusade for independent campaigning.

LEIGHTON, A. H. *Human Relations in a Changing World*. New York 10: E. P. Dutton and Co. 1949. 354 pp. \$4.50. In this book, the author examines and evaluates the emerging science of human relations—its proven achievements of the recent past, its developing techniques, its crucial importance for the world's future. Our late enemy Japan, during wartime and after, afforded a prime testing ground; and there the author takes his start. From this starting point, he shows how the experience of Hiroshima, coupled with revolutionary new techniques developed by students of human behavior in recent years, indicate the urgency of exploring new roads which may be our only hope for permanent peace. Through a more intensive study of human relations, we can better prepare ourselves for what is coming. This study applies not only to industrial problems, but also to race relations, political pressures, world food distribution, community life, and other complex problems affecting the great masses of mankind.

The role of the policy maker and the scientist in government is thoroughly discussed. Here is a sober and factual study of the vital role the science of human relations is playing in a changing world. It should give every reader food for stimulating thought.

Los Angeles County Board of Education. *Guidance Handbook for Secondary Schools*. Los Angeles: California Test Bureau. 1948. 26 pp. \$3.00; postpaid, \$3.10. This volume contains such materials as the following: the characteristics and needs of boys and girls; essential characteristics of a guidance program; collecting and recording guidance data—the testing program and its relation to guidance; other methods for collecting data including the interview, observation, autobiography, questionnaire, the case study, and the cumulative record; the administrative uses

of guidance data including the organization, functions, policies, and practices for improving the curriculum and guidance techniques; group techniques in guidance; teacher and counselor use of guidance data including physical and mental health, personal and social problems, the counseling process, and counseling the students; modern guidance materials, including books and supplementary reading materials, audio-visual aids, and resources of the occupational information library; improving professional growth in guidance; techniques for interpreting the guidance program; appraising the guidance program.

MATHEWSON, R. H. *Guidance Policy and Practice*. New York 16: Harper and Brothers. 1949. 294 pp. \$3.00. The four main parts of the work suggests its scope and organization: "Fundamental Factors in Guidance Practice," "Guidance Policy and Its Implementation," "Issues and Problems of Guidance Practice," and "The Future of Guidance." In developing these important aspects of the subject, the author formulates a fundamental philosophy of guidance and shows the principal forms and functions by which such a policy can be implemented, not only in schools and colleges, but also in community programs of adult education and social welfare. He deals with problems of counseling method, effects of government subsidies and activities, organizational procedure on local and state levels, and social responsibilities in guidance. The final section indicates new directions which guidance practice is taking and outlines a national policy which will arouse widespread interest. Students of guidance, school and college administrators, members of school boards, psychologists, and guidance workers in the schools will be interested in this statement of guidance policy and how it may be implemented.

McKEOUGH, M. J., editor. *Curriculum of the Catholic Secondary School*. Washington 17, D. C.: Catholic University of America Press. 1949. 215 pp. \$3.50. A report of a workshop on Catholic secondary education at Catholic University in Washington, D. C. Seminars and discussions were held on pressing curricular problems growing out of changing conditions. This volume presents the addresses made by teachers and also the summaries of the seminar discussions. The areas covered are: "The Curriculum, Its Nature and Philosophy"; "Curriculum Organization and Construction"; "Religion in the Curriculum"; "The Curriculum and Guidance"; "Curricular Provisions for Individual Differences"; "The Curriculum and Family Life"; "Co-Curricular Activities"; "Terminal Education in the Curriculum"; "Outcomes of the Curriculum."

McKINNEY, FRED. *The Psychology of Personal Adjustment*. New York 16: John Wiley and Sons. 1949 (second edition). 770 pp. \$6.00. This book is for and about young people of college age, particularly those who are "on their own" for the first time in their lives. They may suffer from homesickness, from shyness, from inability to adjust to the social demands of their new situations in life. Besides the young people themselves, parents, psychologists, social workers, student advisers, physicians, and others who deal with young men and women should find the author's writings a source of valuable assistance. To help the young man and woman, this book frankly attacks their most vital personal problem and of-

fers factual material on these problems. This volume combines material often taught in such courses as mental hygiene, personality, how to study, vocational selection, personal efficiency, and marriage.

MEYER, A. E. *Development of Education in the Twentieth Century*. New York 11: Prentice-Hall. 1949. 627 pp. \$4.85. The author, as in his first edition, presents the development of education comparatively rather than in strictly historical fashion. Attention is given to the roots of present-day education including not only individuals but also various national systems. The cultural setting, the philosophical bases, progressive education, events and movements which have now assumed a certain solidarity, the effect of dictatorship in foreign countries are all treated in this volume.

MURSELL, J. L. *Developmental Teaching*. New York: McGraw-Hill Book Co. 1949. 374 pp. \$3.50. This book is dedicated to the theory that good teaching can only be measured by good learning. In support of this belief, the author shows how situations may be organized to produce optimum learning, in the light of our best psychological thought. Two features of this approach to teaching are (1) the liberal and pertinent use of specific teaching situations to demonstrate both theory and practice and (2) the direct application of theory in terms of the various subjects normally taught in schools. This book has much value, not only for methods classes, but also for in-service teachers who wish to improve the continuity and quality of their work.

NEEDLEMAN, M. H. *A Manual of Pronunciation*. New York 3: Barnes and Noble. 1949. 446 pp. \$4.00. The manual concentrates upon 580 troublesome, everyday words which can be mastered by teachers, public speakers, and all others wishing to achieve clarity and correctness of expression. It weights frequency of oral use as the criterion for selecting its vocabulary and it avoids purely literary or "elegant" words. Pages xxvi-cxxi provide in convenient form and at moderate cost a complete exposition of speech precepts and speech training.

NOSS, J. B. *Man's Religions*. New York 11: Macmillan Co. 1949. 824 pp. \$4.50. This book has been written to meet two specific needs; that, *first* for an introduction to the world's religions containing adequate amounts of descriptive or interpretative details from the original source materials; and that, *second*, for a presentation of man's most noteworthy faiths in a time-setting that will do justice to their development as well as to their origins. This book seeks, as a major aim, to bridge the interval between the founding of the religions and their present state.

OLSEN, E. G., compiler and editor. *School and Community Programs*. New York 11: Prentice-Hall. 1949. 524 pp. \$4.25. This is a case book of successful practices from kindergarten through college and adult education. This book presents case examples of numerous successful community-school projects of many kinds in various subject fields and at all academic levels. The first chapter cites generalized descriptions of community-school programs; succeeding chapters deal with more specific aspects of the whole field. Within each chapter the cases begin with the primary grades and in effect ascend upward through the elementary school,

high school, college and university, and into adult education. Most selections have been shortened or excerpted, but original wording has not been altered.

On Getting Into College. Washington 6, D. C.: American Council on Education. 1949. 112 pp. \$1.00. Who wants to go to college? Does father's occupation, student's sex, rank in scholarship, or participation in extracurricular activities affect the desire to go to college? What factors determine whether or not a young person applies for admission to college? What characteristics—personal and social—affect whether or not he is admitted? Do Protestants, Catholics, Jews have an equal chance of getting into college? In what ways do admissions policies vary among institutions? Do city children have a better chance of getting into college than those of the nonurban population? Are there other differences in terms of geographic regions? What is the potential demand for college education? This descriptive analysis, a study made for the Committee on Discrimination in College Admissions, of the first national study of admissions to colleges is based upon 15,000 personal interviews and case studies. It is a document of social significance and will be of constructive help to both secondary-school and college administrators, to college admissions officers, to counselors, and to parents and students.

QUILLEN, I. J., and HANNA, L. A. *Education for Social Competence.* Chicago 11: Scott, Foresman and Co. 1948. 580 pp. \$3.00. This is a basic methods text in the field of social studies in the high school, based on a report of the Stanford Social Education Investigation. The book opens with a brief historical survey of the teaching of the social studies in the United States from 1800 to the present. Following this resumé is a general discussion of the current role of the social studies in the high-school curriculum and the basic factors in social education. The first chapter closes with a full explanation of the work, area, and methods of the Stanford Social Education Investigation.

Of special significance and value are the two chapters on the techniques of teaching, furnishing guidance in the work of choosing and preparing the specific units of subject matter to be taught, the presentation of the material, and the planning of supplementary studies and activities. Throughout the chapters, the authors stress the value of democratic procedures in the classroom as an object lesson, leading students toward an appreciation and understanding of how democracy works. The text is broad in its scope, emphasizing the integration of the social studies with other phases of education and suggesting means by which such studies as literature, art, etc., can contribute to and be used as tools in the teaching of the social studies. Though designed for use as a basic text, this book offers help to all in-service teachers and supervisors responsible for guiding young people toward good citizenship and efficient social living.

RASMUSSEN, CARRIE. *Speech Methods in the Elementary School.* New York 10: Ronald Press Co. 1949. 350 pp. \$3.50. This book is designed to meet the important and very practical needs of the elementary school teacher—whether in training or in service—in her handling of the numerous speech problems that arise in the classroom. It is the product of a long period of teaching in teacher-training

courses at the University of Wisconsin and in the Longfellow elementary school of the Madison public schools. There is also much of value in this book for the secondary-school teacher interested in a remedial program for her pupils.

- RATHBONE, J. L. *Corrective Physical Education*. Philadelphia: W. B. Saunders Co. 1949 (4th edition). 316 pp. \$3.75. This book presents, for students of physical education and physical therapy, the essential facts of human anatomy and physiology as they pertain to the subject of corrective exercise. The material has been gathered from medical literature and from clinic experience, and organized in a way to build on the past experiences of the student and to lead him to an interest in the subject which will compel him to consider the problem of the underdeveloped or handicapped child as of prime importance in modern society.

When society aims to afford to all men the opportunities of maximum happiness, it asks the schools to consider the physical as well as the mental needs of childhood and youth. When a school accepts this challenge, it needs a department of health and physical education which is prepared to serve the handicapped as well as the normal or the exceptional child. When a teacher of physical education seeks to serve a child who has been handicapped physically by congenital abnormality, by developmental insufficiencies, by disease, or by injury, he must understand much more about the human body than when he teaches him a game or a dance. This book aims to give the student an introduction to that understanding.

- ROPER, ELMO. *Factors Affecting the Admission of High-School Seniors to College*. Washington 6, D. C.: American Council on Education. 1949. 400 pp. \$3.50. A report of the Committee on a Study of Discriminations in College Admissions, this volume contains the exhaustive statistical material on which the interpretative analysis, *On Getting Into College*, is based. It contains a brief summary of the findings but is devoted mainly to setting out the basic tabulations compiled from replies to the questionnaire and the experiences of the 15,000 students interviewed. This is a valuable factual supplement to *On Getting Into College*, containing much additional material not in the shorter volume. Useful to college admission officers and high-school counselors. An important reference for all interested in or working with sociological data.

- ROTHNEY, J. W. M., and ROENS, B. A. *Counseling the Individual Student*. New York 19: William Sloane Associates. 1949. 372 pp. \$3.00. Appraising students' behavior and performance is a difficult task, and many procedures must be used if it is to be accomplished successfully. This book focuses attention on the first step in counseling—the study of the individual student. It is aimed at those who are preparing to become teachers and counselors at secondary and higher levels. The authors assume that the reader has some general knowledge of the subject and is ready to undertake the intensive study of the educational, emotional, and, to a lesser extent, the vocational problems of the individual student that are about to be presented. In order to center attention upon the individual in the practical school situation, the authors provide many case histories of subjects who have been studied, counseled, and followed up over a period of years.

RUDOLF, K. B. *The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies*. New York: Bureau of Publications, Teachers College, Columbia University. 1949. 92 pp. \$2.10. Would reading instruction help social studies pupils to comprehend, evaluate, interpret, and apply social studies facts and concepts? The extensive experiment conducted by Mrs. Rudolf within the regular departmental framework of the Rochester public high schools gives the answer. This book tersely reports that experiment. It gives ample proof that special reading instruction, given by social-studies teachers, brings results that are definitely worth while. Improved reading ability and better study skills provide time for social-studies pupils to have enriched experiences. It seems not too much to expect that these gains will better fit such pupils to become factually oriented citizens of their community, their nation, and their world; to resist clever propaganda of the daily press and other printed materials; to assume those obligations of citizenship which democracy offers; and to understand and solve more competently the social, economic, political, and international problems which the atomic world will present.

SALTZBERG, GERALDINE. *Our Teachers Mold Our Nation's Future*. New York 11: Macmillan Co. 1949. 207 pp. \$2.25. This book stresses and illustrates through "case histories" those basic principles by which all teachers should be guided in instructing their pupils, whether they be teachers of language, mathematics, science, health, fine arts, commercial subjects, or some subjects not yet part of our school curricula. These "case histories" are not profiles sketched from data on written records nor are they happenings synthetically treated to illustrate a principle. They represent actual experiences which teachers have had with pupils in their classrooms and with these same boys and girls grown older. This book discusses attitudes and practices that should promote the growth of the pupil as a human being and which should, at the same time, stimulate the development of the teacher. In addition, the teacher will find herein specific, practical suggestions for mastery of the technique of teaching boys and girls from the ninth through the twelfth years of their schooling, under the system of education that now exists.

SANDS, L. B. *An Introduction to Teaching in Secondary Schools*. New York 16: Harper and Brothers. 1949. 435 pp. \$3.00. The text assumes that the curriculum is everything that impinges on the pupil over which the school exercises control. This belief shapes the scope of the material presented. Beginning with the personal and experiential, the book introduces the student to her responsibilities and relationships in the school and the community. It discusses the problems of understanding her pupils, organizing the curriculum and courses of study, planning lessons, and leading classes. Proceeding to the general and theoretical, the text concludes with chapters on educational philosophy and history as they relate to day-by-day activities of the classroom.

SCHORLING, RALEIGH. *Student Teaching*. New York 18: McGraw-Hill Book Co. 1949 (2nd edition). 433 pp. \$3.75. This revised edition presents a comprehensive view of teacher education, taking into account all significant publications dealing

with practical phases of teacher education and including a vast number of problems and projects contributed by beginning teachers. Special attention is given to problems encountered in the early months of teaching. Four new chapters and much new material have been added in the new second edition. This new material has been geared to the literature on child growth and development, guidance materials, lessons learned in the schools of the armed forces, and audio-visual education. Approximately 100 new illustrations, improved problem material, and more projects that provide greater experience with children in nonclassroom situations have been included.

SLOAN, H. S., and ZURCHER, A. J. *A Dictionary of Economics*. New York 3: Barnes and Noble. 1949. 276 pp. \$3.00. In addition to including terms in common use in both elementary and advanced economics courses and in "practical" and "business" economics, the authors have made a special effort to identify the newer economic vocabulary that has developed as a consequence of the contemporary relation of the state to economic life. There are more than 2,400 entries related to phases of economics. Another feature of the Dictionary is its system of cross references. The entry for every generic or principal term in the book includes a reference to every other entry that treats of some subsidiary or otherwise relevant phase of the principal entry. This device enables the reader quickly to assemble practically all the material in the volume that pertains directly to the topic he may be investigating.

SNYGG, DONALD, and COMBS, A. W. *Individual Behavior*. New York 16: Harper and Brothers. 1949. 395 pp. \$3.50. This volume presents a brief but comprehensive outline of a new way of looking at behavior which has recently aroused a great deal of interest among psychologists as a means of understanding the behavior of particular individuals. By shifting the field of observation from the experience of the observer to the experience of the behavior, the authors have constructed an outline of the dynamics of individual behavior, thus making it possible to deal with specific individuals instead of average individuals. The text integrates into a systematic and logical framework new and diverse concepts of human behavior from many fields of study, by means of which current psychologies can be made understandable and psychological principles directly usable. It gives meaning to the data of many specialized fields, such as mental hygiene, advanced educational psychology, personality, counseling, social and abnormal psychology, individual difference.

SPEARS, HAROLD. *Some Principles of Teaching*. New York 11: Prentice-Hall. 1949. 147 pp. \$1.00. The author points the path for educators to take in establishing aims to achieve, in selecting the curriculum, and in organizing and administering the school. He reviews and brings together 89 leading principles that promise to stand as signposts for the continued march of education. These principles have been drawn from actual classroom experience. Where words did not suffice, he drew a cartoon to express the point. The principles treated are applicable to any grade level from kindergarten through high school and college. The examples are taken from various school levels. The author has organized this material so that

it would meet the needs of faculty meetings, administrative conferences, curriculum workshops, committee meetings, parent-teacher study groups, campus classrooms, and teachers in training. The book answers, for instance, such questions as: (1) How can the school fit into a complex society? (2) What is the most effective way to teach democracy? (3) Need the differences of individual students be recognized in the classroom? (4) How does environment affect the student?

SUPER, D. E. *Appraising Vocational Fitness*. New York 16: Harper and Brothers. 1949. 748 pp. \$5.00. In one year, 20,000,000 Americans took a total of 60,000,000 tests. Testing is indeed a "big business." It is the aim of this book to provide the user of vocational tests with a detailed and objective answer to questions for a number of the most widely used and useful tests. This is done by bringing together the results of the significant research which has been done with each of these tests, by interpreting these findings in the light of recent developments in testing theory and practice, and by viewing each test in the perspective gained by those who are currently using them in schools, colleges, consultation services, business, and industry.

The objective of this book goes beyond that of providing a manual of currently usable tests, important though that is. An attempt is made to familiarize the reader with the bibliographical sources and to take him through the process of collection of data and synthesis of findings, so that he may develop the work habits and thought processes which will enable him to evaluate instruments himself and to make new applications. A feature of particular importance, also, in this book, is the extensive consideration given to the use of tests in vocational counseling and selection, including selected case histories of clients and students followed up for several years after counseling.

VOLTMER, E. F., and ESSLINGER, A. A. *The Organization and Administration of Physical Education*. New York 1: Appleton-Century-Crofts. 1949. 431 pp. \$3.50. This book considers the goal of physical education to be primarily education rather than health or exercise in themselves. While the authors believe that health education may be efficiently administered by the physical education department, they recognize that in some situations other departments may be better equipped to direct this work. This book provides for discussion and consideration of the pertinent problems facing the administrator today. It is written as a text not only for class work, but also for the teacher in charge of activities, for the administrator of physical education, and for the general administrator who might desire additional information concerning the significance of physical education in the educational scheme. Each author has written on those topics for which his training and research and his experience as teacher in elementary school, high school, college, and university have provided the most adequate information.

WARD, ROSWELL. *Out-of-School Vocational Guidance*. New York 16: Harper and Brothers. 1949. 169 pp. \$2.50. This book is designed to fill a serious gap in the literature of vocational guidance. It explores the need for vocational guidance beyond the school level and formulates a policy of guidance service for out-of-school youth and adults. From his experience with employment and industrial manpower problems throughout the country, the author has first-hand knowledge

of the widespread inadequacy of community services for fitting the right man to the right job. As a corrective for this condition, he presents a broad program for out-of-school vocational guidance fashioned both to assist the individual towards a full realization of his capacities and to serve the needs of the community as a whole. The book discusses the requirements of the vocational counselor in such a system and offers a specific plan for organization and operation of the counseling office. The book will be of unusual interest to students of vocational guidance, to personnel and employment executives, and to all community service groups.

WARNER, W. L.; MEEKER, MARCHIA; and EELLS, KENNETH. *Social Class in America*. Chicago 4: Science Research Associates. 1949. 287 pp. \$4.25. This book presents basic materials about social class in America, tells how to identify the several levels, and describes the movement from lower levels to higher ones. Its fundamental functions are to tell the reader (1) how to identify any class level and (2) how to find the class level of any individual. It makes it possible to learn by reading and study, rather than through the half-knowledge and confused emotions of experience, what social class is and how to study and measure it. This book provides a ready and easy means for anyone to equip himself with the basic knowledge of social class so that he can use this type of analysis whenever such factors are important in helping him to know a situation and adjust to it. The reader is taught how to use two methods: one is called Evaluated Participation (E.P.); and the other, Index of Status Characteristic (I.S.C.).

The first chapter of this book tells what social class is and how it operates in the several regions of the United States. The next chapter gives an over-all view of the two methods. The chapters of Part II tell how to use these techniques. Chapters 8 and 9 instruct the reader on how to use the four characteristics of the I.S.C. to find anyone's social-class level; the development of the I.S.C. and its relationship to E.P. are traced in Chapters 10 through 13. Chapter 14 gives practical instruction and training to stratify a community or, among other things, to work out the stratification of employees, of children on school records, of names on a customer list, or of subscribers to a newspaper or magazine. The final chapter is a commentary on some of the more useful books and articles which can be read to provide background and sophistication about social class.

WEITZMAN, ELLIS, and McNAMARA, W. J. *Constructing Classroom Examinations*. Chicago 4: Science Research Associates. 1949. 169 pp. \$3.00. It is very important that all teachers acquire a real competence in the construction of classroom tests and that they be kept fully informed about important advances in the art and technique of objective test construction. Written for all teachers—elementary through university—this how-to-do-it handbook on the construction and use of achievement tests describes techniques for constructing objective type achievement tests—completion, matching, true-false, arrangement, and multiple choice—and gives examples to show how these techniques are used. It also provides concrete suggestions for administering, scoring, and evaluating all types of tests, including essay. The book gives easy-to-understand and easy-to-use methods of analyzing items and of handling test scores. Finally, the book includes a list of sup-

plemental references for the teacher who wishes to follow up his interest in this subject.

WILLIAMS, J. F., and ABERNATHY, RUTH. *Health Education in Schools*. New York 10: Ronald Press Co. 1949. 325 pp. \$3.50. This book is intended to mark one of the trails that American education will take. It justifies this expectation in several ways: orients the reader in a rapidly growing area that often, and quite naturally, shows confused and uncertain purposes; it presents and elucidates the duties of the personnel now active in health education; it introduces and explains the need for new types of personnel; it describes in detail the nature of the child; it examines in practical fashion the operating areas of healthful school living, health service, and health instruction; it considers the techniques of evaluation and measurement by which the program can be tested; and it presents the salient facts relevant to the health of the teacher. The topics covered are: "Orientation in Health Education"; "Health Education Personnel"; "The Nature of the Child"; "Healthful School Living"; "School Health Service"; "The Role of Official and Nonofficial Organizations in Health Education"; "The Teaching of Health"; "Health Teaching and the Curriculum"; "Methods of Instruction in Health"; "Evaluation in Health Education"; and "The Health of the Teacher."

WINSLOW, L. L. *The Integrated School Art Program*. New York 18: McGraw-Hill Book Co. 1949 (2nd edition). 438 pp. \$4.50. The author states that the reasons for the appearance of this book are the present revival of art interests in America and the urgent need for art education that will be sufficiently pragmatic to meet the requirements of an advancing culture, one in which the conservation of human resources must play an increasingly important role. The aim of the book is to present a picture that is neither philosophical nor theoretical, for its presentation has been to a considerable extent a co-operative enterprise; its content has been the cumulative outgrowth of professional experiences in which a large number of individuals, both teachers and students, have had a share.

The contents of this book are based on neither the traditional nor the radical point of view in education but seek, rather, to advocate and to exemplify a balanced offering, one in which information experience and activity experience are equitably related. The book should, therefore, meet the requirements of a text in art education for use in the preparation of teachers in normal schools, art schools, and teachers colleges. It should also serve as a reference book for teachers in service—not only for teachers of art but for other teachers as well, integrated art being but a single aspect of the entire school experience of elementary- and secondary-school boys and girls. The purpose of the book, then, is not so much to provide subject matter for the curriculum as to indicate how subject matter is to be made use of in learning—to provide a point of view in art education and a foundation in the techniques employed in carrying on units of teaching in art that bear a definite and positive relationship to the curriculum as a whole.

Books for Pupil and Teacher Use

ALLEN, W. R. *The Chequamegon*. New York 1: William-Frederick Press. 1949. 218 pp. \$3.00. With the dry humor and keen senses of a genuine old-timer, the author tells of the rough, wild Montana territory in the entire period from the days of the Civil War aftermath to the present day. Reading his autobiography is like being a guest in a pioneer community. Allen has the gift for anecdote and an eye for details and the strong convictions which make our ancestors' way of life come alive and significant. He enables us to be present as our grandmothers made their preserves, as our grandfathers took the first step toward mass production.

Allen went forth to seek his fortune in those exciting days when towns sprang up overnight, when men fought with knife, gun, and hatchet, when fortunes were made and lost overnight, when every unwary youth was in danger of being submerged into the wilderness of the virgin country. In a land inflamed with mining fever, however, he quickly caught on to the raw realities and the unwritten laws. He is one of the few successful men still alive who can remember the Northwest in frontier days. From a richly-stored memory, he tells revealing story after story—of events heroic and hilarious, dramatic and touching, of men rich and poor, great and not-so-great. His account of early ranching, mining, timber, railroad, insurance and political developments in the area, and his association with Marcus Daly and other financial giants of the country reads like so many personal chapters out of the history of the rise of American capitalism.

BAKER, N. B. *Ten American Cities*. New York 17: Harcourt, Brace and Co. 1949. 226 pp. \$2.50. The author gives the history, progress, and contemporary scene of ten of the best-known cities in the United States—Boston, Philadelphia, Brooklyn, St. Louis, New Orleans, San Francisco, Salt Lake City, Seattle, Dallas, and Chicago. From a wealth of background material she has used telling incidents, vignettes of important citizens, facts, and local color to build up rounded portraits of each of the cities. There is humor, dramatic excitement, and a vivid sense of the growth of our vast country in this book. The reader chuckles over the solution to Seattle's problem, in its early days, of not having enough young women for its young men to marry. The spirit of the heroic defense of New Orleans against the British in the War of 1812, when all racial, social, and political differences were forgotten in the common cause, and the driving energy of Chicagoans who have built up their vast, modern metropolis in the relatively brief span of 116 years are recaptured with equal skill. The reader delights in the picture of Boston, whose rich historic past is so much a part of its contemporary scene.

BEHN, HARRY. *The Little Hill*. New York 17: Harcourt, Brace and Co. 1949. 58 pp. \$2.00. This book contains 29 poems depicting scenes enjoyed not only by children but also by grown-ups. Illustrated.

BOODISH, H. M. *Our Industrial Age*. New York 18: McGraw-Hill Book Co. 1949. 401 pp. \$2.60. This is a basic social-studies textbook, dealing with the origin and development of modern industrial society and its economic, social, and political problems. In its treatment of the essential historical background of modern

problems, this book unfolds and expands the dynamic interrelationships of modern society. Its central purpose is to give high-school students the fundamental knowledge of our society needed for effective participation in citizenship. The three divisions of the text present in turn "Society at Work," "Economic and Social Challenges of Modern Civilization," and "Economic, Social, and Political Safeguards."

BROWN, H. E., and SCHWACHTGEN, E. C. *Physics—The Story of Energy*. Boston 16: D. C. Heath and Co. 1949. 604 pp. \$3.20. In this book, the inductive method is used wherever feasible. Concepts and laws are derived from consideration of an extensive use of experimental data. The text enables students to see how data are derived and how to make generalizations from such data. Mathematical difficulties are lessened through the step-by-step development (inductive method) of equations accompanied by demonstration problems. Illustrations and photographs are closely related to the text and serve as teaching aids. The book is organized in units, chapters, and problems with introduction prefacing each unit. Included also are end-of-chapter materials in addition to purely drill problems. These are problems in which the student is required to think out the relationships of physical units rather than to substitute values in a standard equation. There are also activities and problems for advanced work. The text provides for the accelerated as well as the slow student.

BUCK, PEARL S. *The Good Earth*. New York 10: Globe Book Co. 1949. 325 pp. This book, a high-school edition of a Nobel prize-winning novel, was prepared by J. E. Green. The book also contains questions for study and discussion on each chapter as well as topics for advanced study.

CARNES, CECIL. *You Must See Canada*. Chicago 1: Ziff-Davis Publishing Co. 1949. 202 pp. \$2.75. This newest guide book is the result of nearly 25,000 miles of travel by the author through the great Canadian vacationland. Personalized, witty, and anecdotal, it typifies the author's new approach to travel books for Americans. It is informative and lighthearted, finds humor in many unexpected quarters, and is concerned not alone with places but with the people one is likely to meet along the way.

CARTER, V. G. *Man on the Landscape*. Washington, D. C.: National Wildlife Federation. 1949. 145 pp. \$1.50. The purposes of this book as stated in its introduction are: (1) to establish plants *en masse* as a much neglected and exceedingly important factor in the welfare of man. (2) to identify the social and personal problems arising from deficiencies in the quantity and quality of vegetation, (3) to reach an understanding of the complex maze of relationships found in the landscape and how they have developed, (4) to set forth the principles of landscape management or environmental engineering by which man can ease many of his troubles and avoid others, and (5) to suggest how the younger generation may be made aware of the great part vegetation will play, for good or evil, in its life.

CASEY, R. J. *The Black Hills*. Indianapolis 7, Indiana: Bobbs-Merrill Co. 1949. 383 pp. \$5.00. As a chronicle and a guide, historically, the author traces the chronicle

of the Black Hills from their opening to whites and the rush for gold in 1874—the rise and fall of boom towns, the change to cow towns, to agricultural towns, and the gradual metamorphosis into towns of the modern era.

- COLVER, A. R. *Joan Foster, Junior*. New York 16: Dodd, Mead and Co. 1949. 221 pp. \$2.50. This book takes Joan Foster through her third college year. Old friends are with her again and one or two old problems, together with some challenging new ones. How to manage a successful "burning" of the Sophomore arguments is Joan's biggest class responsibility. How to work out an amicable relationship that will stick with the difficult Elaine is her greatest personal worry. This involves a blow-up and a blizzard! How to be a helpful Big Sister to a freshman who repeats some of Joan's own early mistakes is a challenge to her new maturity. And how to figure out Todd Hunter's interest in her is a business that absorbs all her spare time. Then, too, this year finds Joan striving for new scholastic successes, being given a totally unexpected opportunity to combine a job with summer travel, and receiving a surprise in June that is the outcome of a long-cherished dream. All in all, Joan thinks that her junior year is the happiest year she has known so far, and, at the end of it, she wonders how her senior year, for all its promise of glory, can possibly hold anything better!

- CRAVEN, W. F. *The Southern Colonies in the Seventeenth Century, 1607-1689*. Baton Rouge: Louisiana State University Press. 1949. 473 pp. \$6.00. This book is the trade edition of Volume I for *A History of the South*, a ten-volume series designed to present a balanced history of all the complex aspects of the South's culture from 1607 to the present. The volumes have been published as the manuscripts are completed; Volume I is the third volume to appear. Like its companion volumes it is written by an outstanding student of southern history. In the America of the sixteenth and seventeenth centuries, just what was southern? The first colonists looked upon themselves as British and only gradually did those attitudes and traditions develop which were distinctively American.

The Chesapeake colonies—Virginia and Maryland—formed the first southern community. These colonies grew out of the same interest which directed European imperialism toward Africa and the West Indies—notably the production of sugar, silk, wine, and tobacco. The author studies the social, economic, and political development of the southern colonies as the product of continuing European rivalries, rivalries that resulted in the colonization of Carolina and Florida. Major emphasis, however, is placed upon British expansion, since Anglo-Saxon influence was dominant in the formation of the South as a region.

- DAVIES, A. P. *America's Real Religion*. Boston 8: The Beacon Press. 1949. 87 pp. \$1.00. An analysis of the religious views of many of our "founding fathers," such as Washington, Jefferson, Franklin, Paine, etc.

- DAVIS, H. L. *Beulah Land*. New York 16: William Morrow and Co. 1949. 314 pp. \$3.00. Wagon-freighters used to say that west of Jefferson City there was no railroad, west of the Kaw River there was no law, and west of Verdigris there was no God. Ewen Warne was among the thousands who had to find out for themselves. The story opens in 1851 when Warne escaped from the mountains

of North Carolina and started his perilous odyssey. With him he took his half-Indian daughter, Ruhama. Together with Askwani, a white boy raised Indian, and an outcast Cherokee woman who would not stay behind, they began the long trek West. These four lived vividly through the torturous and magnificent opening of a great continent. They had seen the removals from the Cherokee Nation; now they joined the growing flood of emigrants down the Tennessee and Mississippi. Two of them later followed to the end of the Oregon Trail.

DENISON, B. W. *Alaska Today*. Caldwell, Idaho: The Caston Printers, Ltd. 1949. 388 pp. \$5.00. This book contains the answers to many questions the average person has asked or would like to know about Alaska. This information book offers a comprehensive survey of contemporary Alaskan life, the result of four years of extensive research by the author plus the collaboration of others. Illustrated with photographs and supplied with many maps, this book is a broad and accurate source of information for all prospective settlers, dreamers, students, and librarians (who have been pestered for years with questions about Alaska).

DURRELL, L. W. *A Manual For Riders*. Chicago 1: Ziff-Davis Publishing Co. 1949. 200 pp. \$3.00. This book is written especially for those who not only would like to ride expertly but whose ambition is to increase their enjoyment of this most-delightful of outdoor sports by learning all about horses. As a novice, interested chiefly, for the time being, in the right way to ride and handle horses, this book is his step-by-step beginner's manual. For here, in a single volume, are facts needed to know and illustrated by how-to-do-it photographs and drawings. This book offers instructions on every phase of mounting, seat, riding, and dismounting; on saddles and all types of equipment; on handling and caring for the horse; on training and on correcting bad habits; on gaits; and on exercises, drills, and games.

ELWELL, F. H.; BREIDENBAUGH, V. E.; and LINS, A. G. *Bookkeeping and Accounting*. Boston 17: Ginn and Company. 1949. 529 pp. \$2.76. This one-year elementary course is suited to today's technique of teaching bookkeeping. It is divided into 10 units. Each unit is subdivided into chapters, and each chapter presents a basic bookkeeping principle and its procedures. Each procedure is broken down into clear-cut steps, and each step is a separate part of the chapter. Most of these chapter parts conclude with problems, so the student can apply at once what he has learned. One or more of the chapter parts can be used as an assignment, according to the abilities of the class. Each chapter opens with a preview and ends with a summary and problems and questions for discussion and review.

Every procedure is illustrated in detail by script forms in three colors. Drawings at chapter beginnings give clues to chapter topics, and photographs show how procedures taught are used in business. Throughout, charts and diagrams present graphically many such points as steps in the bookkeeping cycle and in closing the ledger, sources of data for business statements, the classification of accounts and their use. The running text includes 162 problems covering every bookkeeping phase and a set of supplementary problems. Chapters 4 to 12 offer eight complete cycle problems. Two practice sets are provided. Set I, for a retail

business, includes work for an entire fiscal period. Chapter 12 summarizes everything taught in the first eleven chapters. No business papers are used in this set. Set II, in Chapters 25 and 26, for a wholesale business, presents the work of two fiscal periods and covers all points previously treated in the text. Set II may be worked either with a combination journal or special journals. This book strikes a good balance between useful business information and thorough training in bookkeeping. While the emphasis is vocational and the text is aimed chiefly at those preparing to enter business, at the same time it instructs in those bookkeeping activities which are helpful to everyone. It teaches, for example, how to keep personal business records and records of organizations; how to interpret the operations and financial condition of a business from its statements; how to keep accurate income-tax records. The student acquires useful information about banking, insurance, buying and selling operations, negotiable instruments and taxes—all valuable to him as consumer and citizen.

EVANS, HUBERT. *North To the Unknown*. New York 16: Dodd, Mead and Company. 1949. 224 pp. \$2.75. At fourteen, David Thompson, a London charity boy, was article to the Hudson's Bay Company to do the surveying on which his heart was set, only to find, on arrival in the Bay country, that his superiors were intent not on opening up the North to a needy Europe but on retaining it as a closed preserve for the "Honourable Company of Gentlemen Adventurers." After risking his life on wilderness missions, the boy learned that his maps were being withheld or falsified to serve the selfish ends of a few powerful men. Rebelling, he offered himself to the competing North West Company at a time when boundary disputes following the Revolutionary War were setting rival fur brigades at each other's throats. Trustworthy maps must be made, and speed was essential. In an epic dash by canoe and dog-team, the young man mapped thousands of miles in a few months, located the source of the Mississippi, fixed the 49th Parallel and won a sure place for himself in the history of exploration. Though made with crude instruments, his maps of the Great West still stand. David Thompson was called by Washington "the greatest land geographer who ever lived."

FAULKNER, H. U., and STARR, MARK. *Labor in America*. New York: Harper and Brothers. 1949 (revised edition). 392 pp. This book treats on the organization and purposes of modern labor unions. Much of the book is devoted to the history of American labor.

GABLE, L. S. *The Miracle of Television*. Chicago 5: Wilcox and Follett Co. 1949. 151 pp. \$2.50. Television has spurred into popularity with such startling suddenness that few people have any understanding of the interesting story behind it. The scientists, inventors, and technicians who from the beginning have been "in the know" are only now finding time away from their laboratories and drafting boards to reveal what they have been up to. This book tells the story of how this "miracle" came to be, how it works, what it does, what its future possibilities are—in fact, just about everything a reader would want to know. Here is the incredible but true explanation of how a single beam of dancing electrons moves so swiftly across the television screen that the effect appears to the human eye as a complete picture.

GASSNER, JOHN, editor. *25 Best Plays of the Modern American Theatre*. New York 16: Crown Publishers. 1949. 784 pp. \$5.00. This volume, the largest collection in the Best Plays series, covers the Modern American Theatre in its formative period 1916-1929. It contains 25 complete plays, full biographical information and production data, and a thorough survey of American drama and dramatists of the time by John Gassner, as well as special introductions to the various plays. These are the plays that helped to make the American theatre modern and important; these are the plays with which the famous Provincetown Players and the Theatre Guild, as well as other producers inspired by their example, made the decade of the 1920's the most exciting in our stage history. Yet many of them are unobtainable elsewhere; some are completely out of print; and one, *Machinal*, was never published before.

GRENFELL, RUSSELL. *The Bismarck Episode*. New York 11: Macmillan Co. 1948. 219 pp. \$3.00. This epic story begins May 21, 1941, when the British Admiralty received the report that two large German warships had been seen steaming northward through the Kattegat, between Denmark and Sweden. Six days later the shattered hulk of the *Bismarck* turned bottom up and disappeared beneath the waves a few hundred miles from Brest. In those six days an awe-inspiring drama played itself out. The morale of our British allies was at its lowest ebb. For them, standing alone against the German might, the sinking of the *Bismarck* was a matter of life and death. But before they could engage her, they had first of all to find her—to hunt her down in the stormy sea-wastes. So mighty an undertaking required some inspired guesswork and the use of 8 battleships, 2 aircraft carriers, 4 eight-inch gun cruisers, 7 other cruisers, 21 destroyers, and 6 submarines. It also meant the sinking of the battleship *Hood* and the destroyer *Mashona*, with the loss of many hundreds of lives. The story of this terrible chase is a story of ups and downs, hopes and anxieties, bitter disappointment, and miraculous recovery—a marvelous picture of naval action such as we rarely find in true stories. In addition, the battle is illuminated with comments on strategy and tactics which every reader can appreciate.

GUNTHER, JOHN. *Behind the Curtain*. New York: Harper and Brothers. 1949. 363 pp. \$3.00. Here is John Gunther's first report from Europe since the war. Through personal observation he gives an up-to-the-minute, unbiased inside account of the Russian satellite countries as well as of other areas where the impact of Soviet policy is felt. Wherever he went he found the Iron Curtain full of chinks, the Iron Curtain countries full of paradoxes and radical differences; he saw how a Communist minority succeeds in reaching power and what they do with it; and he saw how the United States has become the chief antagonist of Communist expansion everywhere.

HACKETT, A. P. *Wellesley, Part of the American Story*. New York 10: E. P. Dutton and Co. 1949. 320 pp. \$5.00. This book is the whole story of Wellesley, from its unusual founding to the latest achievements of its alumnae, faculty, and students. It is a book crowded with warm and nostalgic memories, with delightful individual stories, and with absorbing achievements. Wellesley is a vision come true, the vision of two creative people, Henry and Pauline Durant. Today, however, it is

more than that, for the Durants, who used their property and their fortune to found a college for women on a new plan, were also wise enough to allow it to grow and develop in step with a changing world.

In 1870, on a site of great natural beauty, the Wellesley Female Seminary was incorporated, changing its name two years later to Wellesley College. Far removed from the typical "finishing schools" of the day, it was a college unique in many respects: its first president was the first woman in such a post; every member of its first faculty was a woman; its founder believed that "Women can do the work." Warmly and delightfully written, Miss Hackett's book is a treasury of Wellesley memories, achievements, and ideals. In it, one of her college's most eminent literary figures has given us history and a tribute worthy of Wellesley.

HAGER, A. R., and MARTIN, JACKIE. *Washington, City of Destiny*. New York 11: Macmillan Co. 1949. 72 pp. \$3.50. In this book in a photographic panorama we see the city and its activities—all its variety and beauty. The complex workings of our government are explained and its functions stated. Democracy is people, and we view the fascinating population which includes foreign diplomats, government officials, clerks, correspondents, lobbyists, scientists—and over a million sight-seers every year. Here is the beauty of the city, also, its parks, stately buildings and monuments, the church where Lincoln worshipped, the Shakespeare library, the museums and universities—all the tangible and intangible treasures of democracy. Brief text and dramatic photographs tell this story.

HOLLINGSHEAD, A. B. *Elmtown's Youth*. New York 16: John Wiley and Sons. 1949. 492 pp. \$5.00. This is the story of how adolescents think and act in a typical American town—and why they think and act their way. The author studied the way 735 adolescents acted on dates, in school, in their jobs, and in every other important part of their lives. He found that their social behavior is determined mainly by the social class into which they were born. This fact is important to anyone interested in young people or the future of America. The author and his wife lived in Elmtown (a fictitious name for a real midwestern town) for almost a year. They got to know the young people and their parents intimately and were accepted as a regular part of the town life. They talked to the young people informally and also had them take psychological tests of various kinds. They talked with parents, ministers, school teachers, and everyone else who knew Elmtown and the young people in it.

HOWARD, ELIZABETH. *North Winds Blow Free*. New York 16: William Morrow and Co. 1949. 192 pp. \$2.50. This is the story of a girl swept by the surge of compassion which, in the middle of the last century, impelled men of good will to help fleeing slaves regardless of their own safety or convenience.

HUNTER, G. W., and F. R. *Biology in Our Lives*. New York 16: American Book Co. 1949. 544 pp. \$3.40. This text presents the material in such a way that the student who goes no further in science study can profit from the course as much as the college preparatory student. The major portion of the content is devoted to basic syllabus material. Both text matter and illustrations deal with all sections

of our country. There are five major sections, each consisting of from one to three units. The units are divided into "problems," of which there are fifty-seven in all. The organization is logical. A section called "How Does this Unit Concern Me?" begins each unit. These motivational surveys make specific connections between the new material and the student's personal interests. They point out how the subjects under consideration have a direct effect on the student's everyday life.

Throughout the text, frequent reference is made to observations and experiences that are familiar to the students. A consistent effort is made to clarify the meaning of the scientific method and to show students how scientific attitudes may be applied to daily-life problems. The learning activities are present in such number and variety as to cover the needs of heterogeneous groups. In addition to the exercises on scientific attitudes and the tests of reflective thinking, the unit-end matter consists of tests on fundamental concepts and suggested reading lists. The end matter following the problems consists of discussion-type questions, short-answer mastery tests, word lists, and suggested activities, projects, and reports. The text stresses the vocational and avocational possibilities of all school experience. References are made to new, timely, topical researches and discoveries that serve to indicate the direction in which modern biology is progressing. Recent advances in the treatment of disease are covered. The pronunciation of difficult new terms is given in the text at the time when such terms first occur. More than 450 photographs and drawings are included.

LYONS, DOROTHY. *Harlequin Hullabaloo*. New York 17: Harcourt, Brace and Co. 1949. 264 pp. \$2.50. The smell of tanbark, the thrilling cry of "Rack on," and the exciting rhythm of four hoofs in perfect cadence fill this dramatic story about the five-gaited show horses of Kentucky. To everyone else but Judy, her gaudy pinto, with spots "louder than a Christmas necktie," seemed clownish compared to the state's finest saddlebreds. Even after Matt Ross, the famous trainer, agreed that Harlequin might have a chance to win the Grand Championship for Bluefield Farm, neither Judy's sister nor the horse-show judges could see the horse's perfect form for his spots. Despite Judy's faith and hard work, it seemed a hopeless situation until—in a tense climax—an unexpected emergency gave her the chance to prove Harlequin's caliber to a breathless audience.

MACLEOD, MARY. *King Arthur and His Noble Knights*. Philadelphia: J. B. Lippincott Co. 1949. 343 pp. \$2.50. Sir Thomas Malory's famous tales of knightly deeds at the Court of King Arthur hold never-fading enchantment for boys and girls, and Mary MacLeod's retelling, first published many years ago, was selected for the text of *The Lippincott Classics* edition. It is, according to the American Library Association Graded List, "the most direct and simple version of the Arthurian legends for children—following Malory closely, and valuable as an introduction to the literature of romance."

MARSHALL, E. L. *Ruth*. Portland, Maine: Falmouth Publishing House. 1949. 195 pp. \$2.50. In the form of a modern novel, the author has presented the beautiful love story of Ruth and Boaz. The story starts with the vision of Elimelek to take his family from Bethlehem to the land of Moab. It follows the adventures of

Elimelek, Naomi, and their sons, Chilion and Mahlon, throughout their ill-fated days in Moab; recounts the marriages of the sons to Moabite women; and the final tragic ending that sent the grief-stricken Naomi and the ever-loyal Ruth in poverty back to Bethlehem. From there on, one of the most touching love stories in all history is unfolded, as the author describes the romance of Ruth and Boaz.

MARTIN, C. J., and D'AMICO, VICTOR. *How to Make Modern Jewelry*. New York: Simon and Schuster. 1949. 96 pp. \$2.50. "Art for Beginners" is a series of books planned as a means of self-instruction for beginners who wish to work on their own and also as an aid to the teacher in directing large groups. *How to Make Modern Jewelry*, the second book of the series, contains eighteen projects based on hand construction and requiring the minimum of tools. The projects are graded, beginning with the most simple of jewelry-making processes and becoming more complex as the beginner gains power and confidence. Designing and technique are so integrated as to develop a sound attitude toward craftsmanship. This book is based on methods of instruction which have proved successful during the four years of the War Veterans' Art Center, sponsored by the Museum of Modern Art. These methods are now in practice in the Museum's People's Art Center.

MEIGS, CORNELIA. *The Violent Men: A Study of Human Relations in the First American Congress*. New York 11: Macmillan Co. 1949. 278 pp. \$4.00. This book, a study of the first Continental Congress up to the adopting of the Declaration of Independence, presents the varying personalities, the prejudices, and differing opinions held by the representatives of the thirteen disassociated colonies which suddenly revealed themselves as a united country. "Certain members of the Congress," writes the author, "strove to the end for compromise and reconciliation with Great Britain. . . . To the opposite party, who pressed for independence, these conservatives gave the name 'the violent men'." The book gives a survey of the men in England who were supporters of America, who defended the cause of liberty in Parliament and denounced the policy of the government. The author, in the opinion of one reader, while not departing from the conventional conception of the work of the Congresses, has infused into "these oddly dressed and be-wigged gentlemen a life and fervor that will delight the general reader. Without waving the flag and squeezing the eagle, the author has created in her book an atmosphere of patriotism and pride of American accomplishment seldom found in history books."

MITFORD, NANCY. *Love in a Cold Climate*. New York 22: Random House. 1949. 304 pp. \$2.75. When Lord and Lady Montdore returned from years in India to their country estate, Hampton Park, they brought with them daughter Polly, who, although of marriageable age, had shown no inclination to become amorously involved—not even with a Rajah. Indeed, lovely Polly co-operated only indifferently when Lady Montdore set out with fierce determination to find a suitable young man in London's cocktail set. Out of the blue, in defiance of her parents' matrimonial ambitions, Polly made a choice of her own—a choice so peculiar that it outraged Mama and scandalized the countryside.

MORRISON, RAY. *Angels Camp*. New York 3: W. W. Norton and Co. 1949. 263 pp. \$3.00. Camp Mathews was something new in the fight against juvenile delinquency. It was something new to Zubiak, too. There were no walls or fences, no guards, no punishments that were visible to anyone. But there were invisible walls, guards, and punishments that developed inside the boy. This book is a story of the hunter and the hunted, dealing with the roots of crime and with the mystery of human growth and change. It is, moreover, a book that uncovers the promise of good hope in the midst of violent despair.

NEWHALL, BEAUMONT. *The History of Photography from 1839 to the Present Day*. New York 20: Simon and Schuster. 1949. 256 pp. \$5.00. For more than a century, the camera has been a vital means of communication and expression. The growth of this contribution to the visual arts is the subject of this book. It is a history of a complex and subtle medium, rather than a technique, and of the seeing of those who have not been content to use the camera merely as a tool. Mr. Newhall discusses the growth of photography, relating technique and artistry as they evolved against a background of social and economic forces. Photographic processes are analyzed from the beginning to those even now in the experimental stage, revealing the tremendous range and variety of photography—pictorial, scientific, documentary, candid, abstract, news, and color. Over one hundred and sixty reproductions illustrate the finest work of the major photographers including such men as Daguerre, Talbot, Brady, Nadar, Muybridge, Stieglitz, Steichen, Strand, Man Ray, Moholy-Nagy, Weston, Adams, Evans, Lange, Cartier-Bresson. A complete index has been provided and a selected bibliography supplements the text with a guide to valuable source material.

O'BRIEN, K. L., and LAFRANCE, M. S. *First-Year French*. Boston 17: Ginn and Co. 1949 (revised). 528 pp. \$2.60. This is a revision of the authors' *First-Year French*. There is no basic change in the teaching method or material. Rather, the revision has been made to bring the text completely up to date historically and in accord with the latest linguistic theories. The presentation of pronunciation, for example, has been sharpened. Certain difficult and important sounds have been given greater emphasis, and today's tendency to fewer linkings is followed. Reading passages dealing with the government of France have been altered to correspond to present facts. There are ten interesting new dialogues, averaging ten speeches each, which cover such subjects as the French wine industry, traditional school smocks, etc. Twenty-two dramatic illustrations have been added. This text offers a full year's work.

ORWELL, GEORGE. *Nineteen Eighty-Four*. New York 17: Harcourt, Brace and Co. 1949. 314 pp. \$3.00. The new novel by George Orwell is the major work towards which all his previous writing has pointed. Critics have hailed it as his "most solid, most brilliant" book. Though the story of *Nineteen Eighty-Four* takes place thirty-five years hence, it is in every sense timely. The scene is London, where there has been no new housing since 1950 and where the city-wide slums are called Victory Mansions. Science has abandoned Man for the State. As every citizen knows only too well, war is peace. To Winston Smith, a young man who works in the Ministry of Truth (Minitru, for short), come two people who trans-

form his life completely. One is Julia, whom he meets after she hands him a slip reading, "I love you." The other is O'Brien who tells him, "We shall meet in the place where there is no darkness." The way in which Winston is betrayed by the one and, against his own desires and instincts, ultimately betrays the other, makes a story of mounting drama and suspense.

PACKER, H. Q., and HITCHCOCK, L. S. *Merchandise Information for Successful Selling*. New York 11: Prentice-Hall. 1949. 320 pp. This text provides the merchandise information needed for selling the major items carried in the small retail store or larger department store of today. The thirty departments covered comprise ninety-six per cent of the merchandise sold in department stores. The information on any single category, such as jewelry, or stationery, or cameras, is complete enough to meet the needs of the student who plans to work in a small store or department specializing in one line of merchandise. Selected selling phrases are given for each type of merchandise. In addition, there are film references showing what pertinent motion pictures may be obtained and where to get them. There are 32 photographs illustrating the physical layout of typical departments in actual stores in different sections of the country.

PARKES, JAMES. *A History of Palestine*. New York 11: Oxford University Press. 1949. 391 pp. One of the most delicate and difficult problems of modern international politics is that of Palestine. Not even a name on the political map of the world for nearly two thousand years, Palestine has finally resumed a separate identity. The result has been conflict and uncertainty. It is only in its historical perspective that this modern problem can be fully understood, and Dr. Parkes' aim has been to present an objective account of Palestine's history and a sound analysis of the forces that have led to the present situation.

POWERS, ANNE. *No Wall So High*. Indianapolis 7: Bobbs-Merrill Co. 1949. 423 pp. \$3.50. Maurice Quain has remained isolated in the border country through the prelude to the great storm that is gathering over Elizabeth's England. From his refuge, he has extended his power as a merchant to every country in Europe. Handsome, impassive, bitter, and disillusioned, he has won wealth only to build with it a wall against pain. Because he was once betrayed by a woman, he has shut out of his life all women except tavern girls. Since devotion to a chivalric ideal had once ruined him and brought him close to death, he has abandoned all loyalties except to one inflexible purpose. He will make the House of Quain dominant in the commerce of Europe and the East.

POWERS, JIMMY. *Baseball Personalities*. New York: Rudolph Field, Publisher, 5 Columbus Circle. 1949. 320 pp. \$3.00. This is a "Powerhouse" collection of baseball's most colorful personalities. Here are the stories of the darlings and the hated. These men put sparkle and life into baseball. They invented the cut-off play, the razzle-dazzle wind-up, the blooper pitch, the gigantic home run, the slide, the steal, and the bunt. They perfected the practical joke and the fine art of umpire baiting. Packed into these pages are the stories of their careers, their successes, and their failures. From the great John J. McGraw to the immortal Babe Ruth, to the present Ted Williams, every paragraph is crammed with action, laughs, and information.

PRATT, FLETCHER. *Eleven Generals*. New York 19: William Sloane Associates. 1949. 373 pp. \$5.00. Through the careers of eleven American commanders, in actions and campaigns from the Revolution through World War II, the author traces the development of the distinctive and original American contribution to the science of warfare. This contribution is the use of infantry, armed with individual weapons designed for aimed fire, as the major element in offensive operations. This theory, as applied and developed in action over the years, has been consistently successful against the widely varied military plans and methods it has had to confront.

RAND, AYN. *The Fountainhead*. Indianapolis 7, Indiana: Bobbs-Merrill. 1943. 756 pp. \$3.00. This novel is based on a challenging belief in the importance of selfishness, on the provocative idea that man's ego is the fountainhead of human progress. It is chiefly the story of Howard Roark, architect—a man whose sole aim in life was to build and to build not in the tradition of the past, but only in the tradition of Howard Roark. He knew he was right with the same certainty that he knew he had two hands with which to create. No one could convince him otherwise. In fact, it did not bother him that people tried to. No opinion except his own either disturbed or influenced him. Perhaps that is why he was hated—because he needed no one, depended on no one, wanted no one, and to the people who live on the borrowed vision of others such a man is a challenge and a danger. This is the book that formed the basis for the motion picture of the same title.

REELY, M. K. *Seatmates*. New York 17: Franklin Watts. 1949. 237 pp. \$2.00. This is a pleasant, easy-to-read story about a long-ago little girl in a small midwestern town. Kate was not sure that she would like living in town. She had been so happy on the farm, with all her animal friends and outdoor fun. A newcomer in town, Kate has to make all new friends. And it is worse to be coming into the town school in mid-term, for everybody already has a seatmate. Kate has to sit alone. But it all works out right for her, with plenty of things happening all the time. A quarrel which upsets the whole class works out well for Kate. She gets a seatmate and a warm friend, too.

REYNOLDS, QUENTIN. *Leave It to the People*. New York 22: Random House. 1949. 351 pp. \$3.50. The author thinks you ought to know what people across the Atlantic are thinking and doing about fighting against Communism and for democracy. Not the politicians and statesmen and industrialists—but the people. The little people. The people who have torn a patch of freedom from the fabric of oppression, as in Israel. The people who took a good long look at the Marshall Plan and told the Communists what they could do, as in Italy. The people in countries this side of the Iron Curtain who are working as they never worked before because they are learning from us that democracy builds, but doesn't enslave. But it's what the people say. And what the people say has force and urgency not to be denied. That's why Quentin Reynolds made it his business to listen to the people and to report to you.

RICHARDS, E. A. *Arctic Mood*. Caldwell, Idaho: The Caxton Printers, Ltd. 1949. 282 pp. \$4.00. A brave little company of men and women are the government

school teachers of Alaska, who in isolated posts teach Eskimo and Indian children their ABC's. Their jobs extend far beyond the hours in the classroom, for they administer to the sick, give counsel to the village government, lead in holiday festivities, and sometimes conduct religious services. Few teachers have met the rigors of life in the snowy wilderness with the zest and exuberance the author reveals in her book. This intensely interesting account of a school teacher's experiences at Wainwright, Alaska, during 1924-26, has a highly original flavor.

SANDBERG, H. W. *Dunk O'Malley Sports Stories*. New York 10: Lantern Press. 1949. 256 pp. \$2.50. This is the first in a new series designed for the teen-age group and is presented by the publishers who created the Teen-Age Library series. The new series will revolve about the famous character Sylvester O'Malley, Jr., who is better known as "Dunk" O'Malley. Dunk was a first-class rebel. A good athlete, he would have nothing to do with competitive, interschool sports; his only aspiration was to be champion doughnut dunker; he snorted at talk of school spirit. In a series of stories, his conversation takes place; and in baseball, football, tennis, etc., he becomes the mainstay of his school. Quite different from other books—but all the ingredients for a popular sports book with a central character and setting are here.

SCHOLZ, JACKSON. *Johnny King, Quarterback*. New York 16: William Morrow and Co. 1949. 221 pp. \$2.50. Johnny King was the spark plug of the deadliest backfield the Granger University Falcons had ever owned, a four-man combination known throughout the football world as the Falcon Squadron. As soon as the last game of Johnny's senior year was over, he had to leave college to help his father, whose lumber business was threatened by a scheming operator. The other members of the Squadron came to Johnny's assistance when lumberjacks were desperately needed, but all four men planned to go into professional football on the strength of the exploits that had made them famous.

SMITH, R. R., and CLARK, J. R. *Modern-School Solid Geometry*. Yonkers-on-Hudson, New York: World Book Co. 1949 (revised), 264 pp. \$1.76. The new edition of this textbook offers a course in solid geometry which is interesting and teachable. The teaching method is modern and effective. Incomplete proofs, variety of original exercises, and an excellent testing and review program will prove a challenge to the student and encourage active participation on his part. Careful inductive development of new concepts and frequent exercises for class discussion should help to maintain student interest throughout. The presentation of material is clear and simple, and a large number of diagrams and drawings supplement the text. It is a book which should delight teachers and students alike and help reduce the difficulties generally encountered in this subject which are usually caused by the indifference or antipathy created by poor pedagogy.

SPENCER, III, DICK. *Editorial Cartooning*. Ames: The Iowa State College Press. 1949. 122 pp. \$2.75. The author, an instructor in journalism, writes on this subject out of a large background of experience. In his nineteen chapters, he offers help to the person interested in this type of work. He is interested not only in mechanics, but more particularly in the possibilities in the field and of its influence on the reading public.

SUMMERHAYS, R. S. *Riding for All*. Philadelphia: David McKay Co. 1949. 140 pp. \$2.00. In addition to explaining how to mount, hold the reins, sit, ride, and dismount, this book presents other essential information related to the art of riding. There is information about the horse, the saddle, clothes, feeding, stable management, cleaning equipment, grooming, etc.

TALBOT, F. X. *Saint Among the Hurons*. New York 16: Harper and Brothers. 1949. 351 pp. \$3.75. The nearly naked Indians stared at the giant young Norman, as tall and broad as they, robed in black and with a full black beard on his gentle face. This is the story of Father Jean de Brebeuf who was to live among the Hurons for nineteen years, patiently and with enormous difficulty learning their ways and language, and with infinite pains leading a small band of them into the Faith and away from the blood lusts of their violent life.

TREASE, GEOFFREY. *Shadow of the Hawk*. New York 17: Harcourt, Brace and Co. 1949. 236 pp. \$2.50. To young Alan Drayton—inspired by Erasmus and his friend Aldus, the Venetian printer—the search for the manuscript of an ancient Greek play, hidden in an isolated Balkan monastery, promised both adventure and a chance to give back to the world one of its lost treasures. But the play was also coveted by the elegant Duke of Molfetta who would use violence, even murder if necessary, to acquire a rare manuscript for his personal library. To complicate further the hazards of the journey, Angela—an independent Italian girl disguised as a boy—turned up on Alan's ship.

TUNIS, J. R. *Young Razzle*. New York 16: William Morrow and Co. 1949. 192 pp. \$2.50. This is the story of Joe Nugent and his career in baseball.

UTLEY, FREDA. *The High Cost of Vengeance*. Chicago 4: Henry Regnery Co. 1949. 310 pp. \$3.50. What is really going on in Germany? We cannot afford to dismiss this country from our minds since unconditional surrender saddled the conquerors with total responsibility. The reports from Germany, official and otherwise, have been suspiciously uniform; in fact, there has been a concert of soothing euphemisms about every phase of the occupation since May, 1945. Freda Utley has cut through this woolly curtain with a strong, deft hand. Visiting Berlin, traveling up and down the Western zones for months, talking to all kinds of people, the author has assembled first-hand information which will surprise and arouse her readers.

Whether he likes it not, every American is being forced to feed, clothe, educate, and support the population of Germany; so that in effect he is footing the bill on all German reparations deliveries, including those going to Communist countries. While our left hand is busy destroying the capacity of the German people to support themselves and supply manufacturers for European reconstruction, our right hand repairs the damage with dollars. The result, according to Freda Utley, is that the only beneficiaries are the Communists who have good grounds for hoping that the United States will eventually bankrupt itself.

Pamphlets for Pupil and Teacher Use

- AUSTIN, M. S. *It's Yours for the Giving*. Wash. 6, D. C.: CIER, 744 Jackson Pl. 1949. 26 pp. Free. A guide for action in international educational reconstruction.
- Australia in Facts and Figures*. New York: Australian News and Information Bureau. 1949. 64 pp. An official account of Australian economy and administration.
- AYH Handbook*, 1949. New York 16: American Youth Hostel, 6 E. 39th St. 1949. 144 pp. 50c. Part I, detailed information on all chartered AYH hostels; Part II, information on "How to Hostel."
- BELFENOIT, RENE. *I Escaped from Devil's Island*. Phila. 6: Bantam Books, 610 Ledger Bldg. 1949. 277 pp. 30c. Of 50,000 men condemned to living death, this one man escaped to tell the story.
- BETTS, E. A. *Reading: Semantic Approach*. Phila. 22, Pa.: The Reading Clinic, Temple University. 1949. 29 pp. 60c. Deals with meaning as the focal point in basic reading instruction.
- BLUMENTHAL, J. C., et al. *English Workshop*. New York: Harcourt, Brace and Co. 1949. 220 pp. 92c. A workbook in English for grade eleven, also accompanied by a 32-page booklet of Mastery Tests by the same authors.
- BOOTH, MIRIAM, editor. *Helping the Teacher of English Through Supervision*. Chicago 21: Committee on Supervision, National Council of Teachers of English, 211 W. 68th St. 1949. 62 pp. Mimeographed. 50c. This booklet contains practical information that will help every person who has some responsibility for the language program whether he is a superintendent, a principal, a supervisor, a department head, or a teacher. The first chapter is "What Makes Good Intrastaff Relationships?" by Merrill Payne. Following this come "The Function of the Superintendent of Schools in the Improvement of the English Program" by R. W. Bardwell; "The Role of the Principal in the Supervision of English" by Max Herzberg; "Supervision by a Supervisory Teacher" by Ruth Mary Weeks; "The Function of the Specialist in Supervision" by Frances Broehl; "The Supervisor in a Co-ordinated Program" by Edna Sterling; and "State Supervision of English" by Blanche Trezevant. The problem of securing sufficient books and aids is discussed in the chapter "Adequate and Appropriate Teaching Materials" by Hardy R. Finch. The ways of supervising neglected parts of the English program are presented in "Giving Attention to Neglected Areas" by Robert Pooley, and course of study building is the topic of the final chapter, "Activating Curriculum Development through Supervision" by Lillian Paukner.
- BOYNTON, P. M., et al. *Connecticut Business Education Handbook*. Hartford: Connecticut State Dept. of Educ. 1949. 250 pp. Contains content and methods of instruction in the various business subjects that make up the business curriculum of the high school.
- BROWN, F. J., editor. *Relationships of Education and the Federal Government*. Wash. 6, D. C.: American Council on Education. 1949. 30 pp. A conference report.

Building Roads to Peace. Wash. 25, D. C.: Group Relations Branch, Division of Public Liaison, Department of State. 1949. 72 pp. Free. A discussion of the exchange of people between the United States and other countries.

CADWALLADER, D. K. *Annotated List of Books for Supplementary Reading (K.-Grade 9)* 1949-50 edition. New York 7: Children's Reading Service, 106 Beekman St. 1949. 96 pp. Free. This new catalog presents a carefully chosen list of over 1,000 children's books from 40 publishers, arranged by topics and school-grade levels. Library books of all publishers may be secured at regular discounts from the Children's Reading Service, enabling schools and libraries to combine into one order the books of many publishers.

CARSKADON, T. R., and MODLEY, RUDOLPH, U. S. A.: *Measure of a Nation.* New York 18: Twentieth Century Fund, 330 W. 42nd St. 1949. 107 pp. 80c with 25% discount to schools. Scorning any implication that our economic system is "running down" or "mature," this publication says we face the future with the greatest assets ever possessed by any nation in history, with enormous future opportunities for both public and private investment and business growth. By 1960 we shall have opportunity to put \$45 billion a year into needed capital goods. On the basis of our best sustained record in the past, during the 1920's, we would be likely to put in about \$39 billion. The extra \$6 billion is a measured margin of our ability to absorb huge additional investment funds, the frontier on which our system can grow and expand indefinitely.

This book is offered as a measure of what our economic system is capable of producing if operated at high levels of production and employment such as we had in the 1920's but which we have exceeded since the beginning of the last world war. It is designed simply to show how much in goods and services our economic system is physically able to produce and carries forward these estimates to 1960. "By 1960," says the Fund's report, "our expected population of more than 155 million will offer a probable market of at least \$159 billion in money spent by consumers. This would be a market spending three quarters more than the \$90 billion we spent in our big 'boom' year of 1929." Figures here, as throughout the report, are given in 1947 prices. Today's prices are about eight per cent higher.

What such a level of national output would mean to individual families is indicated in *U.S.A.: Measure of a Nation*. "Let's say that we achieve some such goals. Millions of Americans then move up into higher income classes than they attained before World War II. Cash income of the average American household goes from around \$2,800 a year in 1940 to nearly \$4,000 in 1960. The work-week shrinks. Most of us will have more money, more leisure than before the war." The Fund's report indicates that by stepping up our national output only eight per cent above what we might normally expect on the basis of past performance, we could take care of all persons left behind in our economic advance and bring every living American up to minimum standards. "Our survey shows that we Americans have the human and material resources to reach these goals."

Getting down to cases, *U.S.A.: Measure of a Nation* says: "For less than \$1.8 billion more than we are likely to spend on education if we follow past trends, we could in 1960 take every boy and girl in America through two years of high school, half of them through two years of college, and provide every child with a safe, comfortable school room with an adequately paid teacher.

"For less than \$2.5 billion above what we might spend on medical care in 1960 if we followed past experience, we could assure every American of proper medical, dental, and nursing care, make hospitals available to all, and provide a comprehensive health service for the entire nation.

"By spending only \$1.4 billion a year over a fifteen-year period added to what past trends indicate we might normally spend on housing each year, we could wipe out every slum dwelling in America, repair or replace every defective house or apartment, and provide every family in our land with a decent, comfortable home.

"By spending only \$650 million more than \$2 billion we may be expected to spend in 1960, we could have a conservation and development program that would protect our soil against erosion, drain millions of acres of marshy land, bring water to millions of acres of parched land, make our forests self-perpetuating, develop our major river valleys, and go a long way toward providing adequate parks and recreational areas for Americans.

"This is the prospect—and the challenge—that the future offers to us and to our system. Such an increase would provide jobs in profusion. It would offer great opportunities for both public and private investment. . . . The whole expansion would give the businessman, the worker, the farmer, the inventor, the investor, the private citizen in whatever line a chance to play his rightful part."

CARTER, H. L. J., and MCGINNIS, D. J. *Reading Manual and Workbook*. New York 11: Prentice-Hall. 120 pp. \$1.75. Designed to enable the student to evaluate his own reading abilities and skills.

Circulating Exhibitions. New York 19: The Museum of Modern Art. 35 pp. 1949. Presents the current exhibitions and teaching materials available through the Museum.

COOPER, D. H., and PETERSON, O. E. *Schools for Young Adolescents*. Chicago 37: W. C. Reavis, Dept. of Educ., Univ. of Chicago. 1949. 112 pp. 75c. Discusses practices in the upper elementary and lower secondary-school grades.

The Counseling and Guidance Use of Test Scores. Minneapolis 14: University of Minnesota Press. 1949. 45 pp. \$1.00. Describes the testing services available through this University.

Counseling Is a School Service. Philadelphia: Board of Education. 1947. 42 pp. Stresses the joint concern of all in connection with counseling service.

Counselor Competencies in Occupational Information. Wash. 25, D. C.: U. S. Office of Education, Federal Security Agency. 1949. 32 pp. A committee report on counselor preparation.

Counselor Preparation. New York 5: National Vocational Guidance Assn. 1949. 37 pp. 50c. Discusses the counselor's preparation including areas of training, duties, qualifications, and certification, with statements as to areas of training believed essential.

DALE, EDGAR. *Bibliography of Vocabulary Studies*. Columbus 10, Ohio: Bureau of Educational Research, Ohio State University. 1949. Mimeographed. \$1.50. This complete bibliography contains 1855 titles of published and unpublished vocabulary studies through 1948. The titles are conveniently arranged in twenty-five categories. Some of the categories are: Methods of Acquiring or Increasing Vocabulary, General, Technical, Foreign Language; Vocabulary Testing; Size; Frequency of Appearance of Words; Vocabulary Grade Placement; Studies of Specific Vocabulary, History, and Social Studies, Foreign Languages, Mathematics, Science and Geography, Business and Trade; Spelling Vocabulary; Correlational Factors; Developmental Studies of Vocabulary and Spelling; Vocabulary Contents of Books, Magazines, etc.

DEBOER, J. J., and JONES, J. R. *Some Current Practices in English Instruction in Illinois Secondary Schools*. Urbana: University of Illinois. 1949. 26 pp. A study undertaken in an effort to discover the answers to questions relative to prevailing practices in high-school English instruction.

Education and the General Welfare. Wash. 6, D. C.: American Association of School Administrators. 1949. 224 pp. \$1.50. The official report of the San Francisco, St. Louis, and Philadelphia regional conventions of the AASA.

Education for the Preservation of Democracy. Wash., D. C.: American Council on Education. 1949. 118 pp. \$1.50. A report of the 13th Educational Conference held in New York City.

FARLEY, E. S. *Facing the Fact of Atomic Energy*. Lincoln, Nebraska: Department of Public Instruction. 1949. 16 pp. Mimeographed. A resource unit for high-school teachers on the social significance of atomic energy.

FATTU, N. A., and FOX, W. H. *Scores on the Interpretation of Data Test: Their Relationship to Measures of Achievement, Personality, and Interest*. Bloomington: School of Education, Indiana University. 1949. 55 pp. 75c. Investigates existing relationships between various interpretative abilities, as measured by an objective standardized test, and other measurable attributes.

Folk Music. Washington 25, D. C.: Library of Congress. 1948. 57 pp. 10c. A combined catalog of folk music recordings.

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HEALY, R. W. *The History of Secondary Education in Androscoggin and Franklin Counties in Maine*. Orono: University of Maine Library. 1949. 173 pp. \$1.00. Presents the historical, social, and political backgrounds and shows the effect of this background on the development of secondary education in each town within these counties.

HELLER, RUTH, and GOODELL, WALTER. *Let Voices Ring*. Chicago 5: Hall and McCreary Co. 1949. 96 pp. 25c. This is essentially a "fun" book and provides a wealth of material for many kinds of singing situations.

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HODGES, NORA. *Community Service in the Dalton School*. New York 28: The Dalton School, 108 E. 89th St. 1949. 64 pp. Describes community service, related activities, and values.

HOLLINSHEAD, B. S. *Which of the Independent Colleges Will Survive?* New York: College Entrance Examination Board. 1949. 9 pp. An address before the Board meeting.

How People Work Together. The United Nations and the Specialized Agencies. New York 12: Manhattan Publishing Co., 225 Lafayette St. 1949. 48 pp. 50c. Explains the aims and functions of each one of the United Nations departments and of the specialized agencies and uses illustrative examples throughout.

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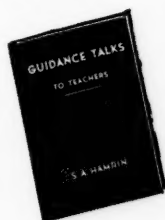
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- Ninth Grade Social Studies—Orientation Programs in the Phoenix Union High Schools*. Phoenix, Arizona: Office of Research Services, Phoenix Union High Schools and Phoenix College, 3010 North 11th Ave. 1949. 12 pp. Mimeographed. An outline and description of the orientation program provided in these schools.
- NOLDE, O. F. *Freedom's Charter*. New York 16: Foreign Policy Association, 22 E. 38th St. 1949. 64 pp. 35c. What the "Universal Declaration of Human Rights," adopted at the third session of the General Assembly at Paris on December 10, 1948, means to the world.

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PATTERSON, E. M., editor. *World Government*. Philadelphia: The Annals, 3817 Spruce St. 1949. 208 pp. \$2.00. Contains a series of addresses given at the 53rd Annual Meeting of the American Academy of Political and Social Science on the general topic, World Government.

PHIPPS, L. J. *Supervised Farming Program in Illinois*. Urbana: Bureau of Research and Service, University of Illinois. 1949. 39 pp. A study of these programs as conducted over a period of years in this state.

Presidential Inaugurations. Wash. 25, D. C.: Library of Congress. 1949. 58 pp. 40c. A selected list of references classified under the following headings: "General," "Inaugural Balls," "Bibles," "Inaugural Music," "Weather," "Change of Inauguration Date," and "Inaugurations"—the latter arranged chronologically by presidents.

Proceedings of the First National Conference on UNESCO. Lake Success, New York: United Nations Educational, Scientific, and Cultural Organization. 1947. 202 pp. Proceedings of this conference held in Philadelphia, Pennsylvania, March 24-26, 1947.

Professional Pointers for Teachers. Columbia: Missouri State Teachers Association. 1949. 62 pp. Prepared as an assistance to teachers in effectively participating as members of their own profession on the local, state, or national level.

Publications, known as Freedom Pamphlets, available from the Anti-Defamation League of B'Nai B'Rith, 212 Fifth Avenue, New York 10, New York; or 327 S. La Salle St., Chicago 4, Illinois:

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Publications, known as Public Affairs Pamphlets, available from Public Affairs Committee, Inc., 22 E. 38th St., New York 16, New York, at 20c each:

Can Labor and Management Work Together? by Osgood Nichols and T. R. Carskadon. 1949.

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Publications, known as the Occupational Outlook Series, published by the Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C. Each is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 30c.

Employment Outlook in Electric Light and Power Occupations. 1949. 56 pp.

Employment Outlook in Radio and Television Broadcasting Occupations. 1949. 76 pp.

Report of the Workshop Conference by the National Committee on Conservation Education. Laramie, Wyoming: The Committee, 1409 Garfield. 1949. 16 pp. 12c. Deals with developing a program of conservation education.

A Report on Recovery Progress and United States Aid. Washington 25, D. C.: The Economic Co-operation Administration. 1949. 267 pp. A report on the European Recovery Program.

A Report on Taxation. Louisville 2, Kentucky: Department of Community Service, 506 South Third St. 1949. 32 pp. A report to the people.

Report and Proceedings of the 1948 Fall Conference. Wash. 6, D. C.: National Education Association. 1949. 94 pp. A report of a conference held at Purdue University by the Department of Adult Education.

Safety Thru Elementary Science. Washington 6, D. C.: National Commission on Safety Education of the NEA. 1949. 40 pp. 50c. For teachers of the upper elementary grades.

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- SLOAN, A. P., JR. *The Importance of Knowledge in a Free Society*. Detroit, Michigan: General Motors, Department of Public Relations. 1949. 22 pp. Founder's Day address given at Duke University.
- Sponsor Handbook of the Science Clubs of America*. Washington, D. C.: Science Service, 1719 N St., N. W. 1948. 98 pp. \$1.00. The 1949 edition of suggestions of sponsors of these clubs.
- State Councils on Teacher Education*. Washington, D. C.: American Council on Education. 1949. 80 pp. 75c. An introductory manual prepared by the 1948 work-conference.
- The Sugar Molecule*. New York 5: Sugar Research Foundation. 1949. 24 pp. Interesting articles about sugar.
- SUR, W. R., editor. *Piano Instruction in the Schools*. Chicago 4: Music Educators National Conference, 64 East Jackson Blvd. 1949. 76 pp. \$1.00. Presents the report of a recent nation-wide survey of piano class instruction in the schools.
- Symposium on Poliomyelitis*. New York 5: National Foundation for Infantile Paralysis, 120 Broadway. 1949. 98 pp. Free. A reprint from the May, 1949, issue of the *American Journal of Medicine*.
- Teaching Conditions and the Work Week of High-School Science Teachers*. Washington 6, D. C.: National Science Teachers Association of the NEA. 1949. 18 pp. 25c. Discusses what is a reasonable work week for a high-school science teacher, with the findings from three studies condensed and reported therein. It begins with an effort to define what high-school science teachers consider to be the reasonable work week and includes comparisons and recommendations.
- Teachers' Oaths and Related State Requirements*. Washington 6, D. C.: National Education Association. 1949. 22 pp. 25c. A summarization of the nation-wide study of legislative developments made by the NEA Research Division at the request of the Committee on Tenure and Academic Freedom.
- THADEN, J. F. *Forecast of Future Public School Enrollments, by Grades, in Michigan*. 1949. 12 pp. Reprinted from the *Michigan Agricultural Experiment Station Quarterly Bulletin*, May, 1949.

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WAGNER, M. E. *Workbook and Tests for Essentials of Business Law*. New York: Prentice-Hall. 1949 (3rd edition). 160 pp. A manual for pupil use.

We Drivers. Detroit, Michigan: General Motors, Department of Public Relations. 1949. 36 pp. Free. A series of brief discussions on driving.

What Is Democracy? Washington 25, D. C.: U. S. Office of Education. 1949. 40 pp. A reprint from the *Christian Science Monitor* with the theme that America's schools are writing the definition.

WILCOX, W. M. *Alternative Policies for American Agriculture*. Wash. 25, D. C.: Library of Congress. 1949. 29 pp. 25c. Brief reviews of the basic reasons for agricultural price and conservation legislation.

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WOLFE, A. G. *Leader's Guide*. New York 16: The American Jewish Committee, 386 4th Ave. 1949. 40 pp. 15c. A manual on better human relations for leaders in youth-serving agencies.

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